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MAIN BUILDING

Ninth,
FORTY-~~EIGHTH~~ ANNUAL CATALOGUE

OF THE

NORTH GEORGIA
AGRICULTURAL COLLEGE

Branch of the University of Georgia

AT

DAHLONEGA, GEORGIA

CHARTERED A. D. 1871

The First Normal College Course Authorized by the State
(Act of 1877)

1919-1920

ANNOUNCEMENTS FOR

1920-1921

1844

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CALENDAR, 1921-22

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| Fall Term Begins | September 7, 1921 |
| Entrance Examinations | September 7-8 |
| National Thanksgiving Day..... | November 28 |
| Fall Term Ends | November 30 |
| Winter Term Begins..... | December 1 |
| Christmas Holidays.... | December 22, 1921, January 4, 1922 |
| Lee's Birthday | January 19 |
| Washington's Birthday | February 22 |
| Winter Term Ends | February 28 |
| Spring Term Begins | March 1 |
| Field Day | April 1 |
| Decoration Day | April 26 |
| Commencement Sermon | Sunday, June 4 |
| Annual Meeting of Board of Trustees..... | June 5 |
| Commencement Day | June 7 |

BOARD OF TRUSTEES

| | |
|--|-------------|
| J. M. BROOKSHER | Dahlonega |
| CRAIG R. ARNOLD | Dahlonega |
| R. C. MEADERS | Dahlonega |
| F. CARTER TATE | Jasper |
| J. M. FOSTER | Marietta |
| HUGH GORDON | Athens |
| A. S. HARDY | Gainesville |
| M. L. BRITTAIN, State Supt. Education..... | Atlanta |
| R. H. BAKER, Secretary and Treasurer..... | Dahlonega |

FROM THE UNIVERSITY BOARD

| | |
|-----------------------|-------------|
| HOWARD THOMPSON | Gainesville |
| HARRY HODGSON | Athens |
| J. M. BROWN | Marietta |

FACULTY AND OFFICERS

1921-1922

- ✓ DAVID C. BARROW, LL.D., Chancellor of the University.
- ✓ GUSTAVUS R. GLENN, A.M., LL.D., President.
- ✓ BENJAMIN P. GAILLARD, A.M., Vice-President, Professor Chemistry, Physics, Geology.
- ✓ ELIAS B. VICKERY, A.M., Professor of Latin, Language and Literature.
- ✓ GEORGE W. CAMP, A.B., A.M., Ped.M., Dean of Faculty, Professor of English and Education.
- ✓ J. C. BARNES, B.S., Professor Mathematics.
- ✓ A. W. CAIN, A.B., A.M., Professor of History and Economics.
- ✓ C. A. RUGGLES, B.S., Professor of Business Science and Modern Languages.
- ✓ W. L. ASH, A.B., Secretary of Faculty, and Associate Professor of English.
- ✓ E. N. NICHOLSON, B.Agr., Professor of Agriculture.
- ✓ G. PEYTON, E.M., Professor of Electrical and Mining Engineering.
- ✓ MRS. CALLIE P. WEST, Domestic Science.
- ✓ O. L. AMSLER, B.Agr., Associate in Agriculture.
- ✓ MISS BERTIE MCGEE, A.B., Assistant Professor of Business Science.
- ✓ F. ANGELBERG, Director of Band.
- ✓ S. A. HARRIS, Major Infantry, U. S. A., Professor of Military Science and Tactics and Commandant of Cadets.
- ✓ P. HENDERSON, Sergeant Infantry, U. S. A., Assistant to Commandant.
- MISS MATTIE CRAIG, Librarian.
- H. HEAD, M.D., College Surgeon.

FACULTY COMMITTEES

COURSE OF STUDY.

GEORGE W. CAMP, Chairman.

J. C. BARNES

W. L. ASH

E. B. VICKERY

DORMITORY.

GEORGE W. CAMP, Chairman.

E. B. VICKERY

W. L. ASH

LIBRARY.

GEORGE W. CAMP, Chairman.

J. C. BARNES

A. W. CAIN

BROWN FUND.

DR. G. R. GLENN, Chairman.

E. B. VICKERY

B. P. GAILLARD

CATALOGUE.

DR. G. R. GLENN

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A. W. CAIN

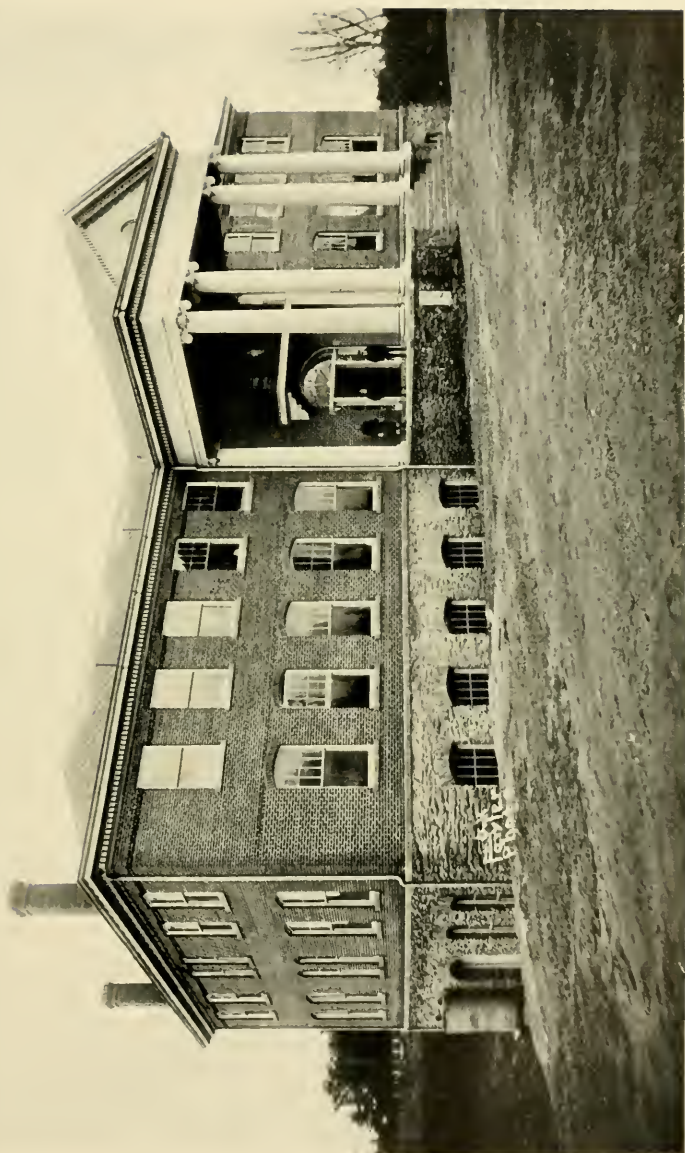
GEORGE W. CAMP

ATHLETICS.

O. L. AMSLER, Chairman.

G. PEYTON

E. N. NICHOLSON



INDUSTRIAL BUILDING

General Information

ORIGIN AND PURPOSE OF THE COLLEGE.

This College owes its origin to the Act of Congress of July 2, 1862, entitled "An Act donating public lands to the several States and Territories which may provide colleges for the benefit of agriculture and mechanic arts." The Act contemplates the "endowment, support and maintenance of at least one college, where the leading object will be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislature of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes."

The fund having been received by the State, the interest of it was placed under the control of the Trustees of the University by which the North Georgia Agricultural College became a department of the University, the title of the above property being conveyed to the Trustees of the University on the conditions specified in the donation, the Trustees of the University appointing the President of the College, making a certain allowance for its support, to-wit: \$2,000 annually, and exercising over it a general supervision.

LOCATION.

The College is located at Dahlonega, twenty-five miles from Gainesville and sixteen miles west of Brookton. Gainesville is on the main line of the Southern Railway and Brookton is on the Gainesville and Northwestern Railway. A national highway has been completed from Gainesville via Brookton to Dahlonega. This highway will afford transportation in motor cars all the year. An automobile will

now make the trip from Gainesville to Dahlonega in one hour and thirty minutes and from Brookton in thirty minutes. A national highway is now also under construction from Atlanta via Roswell, Alpharetta, Cumming to Dahlonega and on through the mountains to Asheville, North Carolina. When this highway is completed we will have mail and parcel post service direct from Atlanta.

These new highways will soon make Dahlonega independent of railway, and rapid development of this mountain section will begin. About seven miles northeast a five-million-dollar sulphuric acid plant is now being erected at the Pyrite Mines on the Chestatee River. A branch railway has already been built to this mine and this really places the railway terminus within seven miles of Dahlonega. All of these transportation facilities will not only help the College but all of this section of the State.

FORTY-NINE YEARS OLD.

The Institution completes this year its forty-ninth session. Approximately, seven thousand young people of the State received a part, and in many cases all of their higher education here. Many of the men who are now the aggressive and constructive leaders in all sections of the State, received their training here. These men are all excellent witnesses, bearing testimony to the high value of military training combined with academic discipline. Military training makes a boy prompt, reliable, and vigorous in physical efficiency. While the academic work that he does here makes him strong, self reliant, and eager to win. The Institution is the oldest branch of the State University, and it can modestly claim it's full share of intelligent and efficient leaders among the constructive workers of the State. If an institution is to be measured by the number of men it contributes to the active and progressive forces of civilization, this Institution will compare favorably with any college in the country. It is not the noisy school that is continuously placing itself in the lime light, that develops either the scholar or the

strong leader of men. Both scholarship and effective leadership are usually acquired in some quiet retreat removed from the noise and distraction of the outside world.

HEALTH RECORD.

Dahlongega is known far and wide for its fine climate. The elevation is 1500 feet above the sea level. Nature seems to have designed the location at the foot hills of the Blue Ridge as a health resort and a seat of learning. There are no mosquitoes, no malaria, and the place is kept so well drained and clean, that there are comparatively but a few flies even in the summer. The place is practically free from all the diseases that ordinarily attack people in lower altitudes. For many years we have not had a case of serious sickness in our dormitories. Our boys usually gain in weight from twenty to thirty pounds during the year. Our dormitories are kept in the finest sanitary condition during the entire year. No institution in the State has a finer health record than this Institution has had from the beginning.

ABOUT THE FARM.

The Board of Trustees has purchased two tracts of land and added them to the college farm. The first of thirteen acres is a very productive piece of land adjoining the farm and lying well. The second is a body of some fifty acres just across the road from the farm and is fine pasture land. This makes available to the agricultural department about ninety acres of land.

A modern and up-to-date barn has been erected on the farm. It is a practical combination barn, constructed along modern and economical lines, housing the dairy herd and working stock.

Next to the barn stands a new 75-ton silo, where food will be stored for the use of the dairy and beef herds during the winter.

A first-class Holstein bull and some registered Holstein cows have been purchased, and will be the forerunner

of a Holstein herd in this section. We will demonstrate the fitness of this section for cattle-raising and hope to make it one of the leading industries of the country.

New and modern machinery is also being added from time to time, the students being instructed in their uses.

It is the aim and object of the Agricultural Department to operate each branch of the farm work in a practical, economic manner, that it may be an object lesson to the student, and illustrate the class room work.

LIBRARY.

Although our Library has been badly handicapped since the burning of Bostwick Hall, yet it is still a valuable asset in college work. There are some 5,000 books, beside government publications. In addition to this, the leading magazines are taken. The books have been selected with reference to being used by students, furnishing auxiliary information on topics of daily interest. The librarian is sympathetically co-operative with students and helpful to the faculty. The faculty assists students in their reading by giving references that may be found among books on hand. In an important sense the Library is our academic laboratory, in which problems are worked out.

The books have been catalogued according to the Melvil Dewey Library system, and are readily accessible.

In addition to the main library a special departmental professional library is being built up in connection with the Department of Philosophy and Education. This is to be made a strong factor in this work. It is the intention of the College authorities to continue to make the library more and more up-to-date and useful.

INDUSTRIAL BUILDING.

The new Industrial Building is a brick structure sixty feet wide and one hundred and twenty feet long, three stories high, well lighted and equipped with steam heat and lavatories on each floor.

The building provides quarters for the departments of Mining and Electrical Engineering, Agriculture, Chemistry, Domestic Science, Mathematics and offices for the President and Commandant.

The Manual Training Department, Assay and Metallurgical laboratories are housed on the ground floor of this building. The shops are equipped with the most up-to-date machinery; the machines used being those best adapted to instruction.

The Wood-Working Shop is equipped with a twenty-six inch Frank Cabinet Planer, Baker Universal Saw, Hand Planer, Jig Saw, etc. With the use of these machines it is possible to do the best kind of wood work.

The Machine Shop contains drill presses, metal lathes, etc. The Wood-Turning Shop is equipped with most up-to-date wood lathes.

The power for the shops is supplied by a 20 H. P. Foos gasoline engine.

With the present equipment of this department it is possible to provide what every young man should know—hand knowledge—the use of tools—as no young man of the present day is thoroughly equipped without this training.

The Department of Agriculture, Mining Engineering and the President's and Commandant's offices are situated on the first floor.

The Second floor provides ample room for the Departments of Chemistry, Domestic Science, Drafting and Mathematics. The drafting room is an especially well lighted and pleasant room.

LITERARY SOCIETIES.

The Literary Society at Dahlenega is a standard part of college work, and there arises from it a spirit that is academic and practical. It is co-existent with the college. From its halls have gone men equipped in thought and power of expression, to become leaders at the bar and in legislative halls.

No part of one's college course is more valuable than the training derived from taking an active part in a good literary society. It is here one learns to think and to express himself while standing; to meet his antagonist in mental contests.

There are two well-organized literary societies here—the Decora Palaestra and the Phi Mu. They furnish unexcelled opportunities to students who wish to develop and improve themselves in Elocution, Reading, Composition and Debate. They meet each Saturday evening.

Joint debates are arranged between these societies at regular intervals during each term. The champion debate between these societies is held during commencement week and form an important part in the regular exercises.

Intercollegiate debates will be arranged whenever practicable, and offer splendid opportunities for displaying true college spirit. Also the drill in the use of parliamentary law is an important consideration, and can nowhere be better developed than here.

ATHLETICS.

We provide for a reasonable amount of Athletics for our students. We have tennis, basketball, baseball and football. Competition provoked by athletic sports is keen, and one of the shortest routes to Americanism today is through the avenue of our athletic games. Team work is the most important factor in successful athletic competition and at the same time good fellowship is almost always the happy by-product.

A proper amount of outdoor exercise is wholesome and profitable. We endeavor to conduct all our field sports so as not to allow them to interfere with the academic work of our students. The great danger is that young people may become so absorbed in athletic sports that they will neglect their regular college work. Therefore if a student here fails to make his passes he is excluded from all teams until he makes good in his class work.

We are gradually enlarging and improving our equipment, so as to give our students every possible opportunity for physical development. It is hoped that sometime in the near future we will have a gymnasium, equipped with modern apparatus for gymnastic exercises. The great fault of most of our national games is that they possess barbarian limits, viz.: they are for the physically fit only. Therefore here special stress is given mass athletics in which all can take part. To help defray the expense of equipping athletic teams an annual fee of \$10 is charged each student.

THE DORMITORIES.

The dormitories on the College grounds will accommodate 150 students. Each dormitory is under the immediate supervision of resident members of the faculty, thus securing personal attention to the needs of the students that can be brought about satisfactorily in no other manner.

The system of discipline employed in the dormitories is, as it is throughout the College, military in its nature, but so arranged as to give to each student all the liberty warranted by continued good conduct and high class standing.

All male students, except those who live here and those who are able to make more economical arrangements elsewhere, are required to live in the dormitories.

Owing to limited space in the Dormitories, no reservation will be held for a cadet in the College Barracks unless a deposit of \$18.50 is made with the Superintendent of Barracks by or before August 15th. This deposit will cover board for the month of September, and breakage deposit.

ROOM FURNISHINGS.

Students will furnish Toilet Articles, Bed Clothing and Pillow. Board will be \$4.50 per week, or less if price of supplies will permit, payable in advance. This will include electric lights and heat.

It is recommended that cadets express or ship all articles needed in rooms, such as cover, pillow, etc., at least one

week before they expect to arrive in Dahlonga. These articles should be directed to the Superintendent of Barracks, Dahlonga, Ga. (via Gainesville).

When this course is followed, the cadet will find the articles placed in his room on arrival, thus obviating the inconvenience due to delays occasioned by not receiving trunks promptly.

The general control of the dormitories is vested in the President and Faculty, who will make and enforce such rules as may appear necessary to secure the best results.

EXPENSES.

| | |
|---|---------|
| Breakage Deposit | \$ 2.50 |
| Incidental Fees (per year) | 10.00 |
| Books and Stationery (per year) about | 15.00 |
| Washing and Laundry | 15.00 |
| Board in Barracks (per year) | 144.00 |
| Service Uniform at cost of manufacture when not furnished by government. | |

Special Fees.

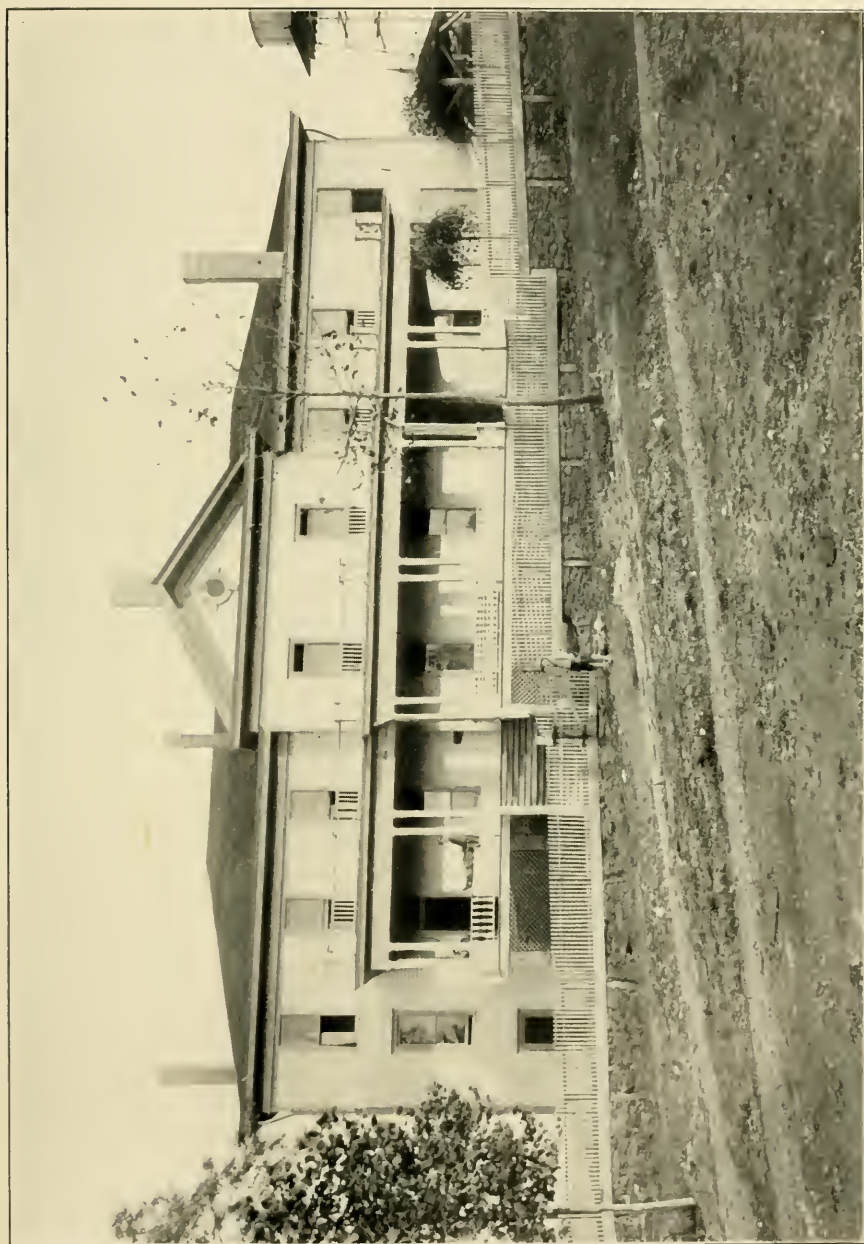
| | |
|----------------------------|------|
| Typewriting Fee (per year) | 6.00 |
| Chemistry Fee (per year) | 6.00 |
| Biological Fee | 6.00 |
| Soil Physics Fee | 6.00 |
| Shop Fee | 8.00 |

It is anticipated that the War Department will furnish uniforms to all members of the R. O. T. C. Unit. If uniforms are not furnished, members of this unit will be paid \$18.00 at the end of the year by the government.

Students entering college in January, are required to pay only a proportionate part of the above expenses.

When no damage to College property is charged against a cadet, the breakage fees will be returned at the end of the school year.

Annual expenses are made as economical as possible, and will run from \$225.00 to \$250.00.



OLD DORMITORY

The expenses of the first month of the term including the monthly board and washing amount to nearly \$65.00. In order that a student shall start promptly and efficiently in his class, provision should be made for this.

A student bringing the appointment by his county school commissioner, representative, or senator, will be allowed a credit of \$2.50 on his incidental fee, for the term for which he is appointed, thus making matriculation fee \$2.50 per term. This certificate must be presented on entering college.

The estimate does not include traveling expenses to and from College. Stage fare from Gainesville to Dahlonga is \$2.50 for each person and \$1.00 for each trunk. Pocket-money depends on individual wishes, but should be moderate.

The special fees are charged only those who take a particular subject and are intended to cover merely the cost of material.

Some expenses that can not be foreseen will necessarily occur, but parents and students can feel assured that so far as the College is concerned, everything will be managed on the most economical basis.

IMPORTANT.

It is important for each student to have his name printed or written on his trunk. In this way if the shipping tag is lost the trunk can be easily identified. We will have a representative in Gainesville to meet trains when the session begins in September. A contract has been made with Wimpy and Avery to convey all students to Dahlonga at a price not to exceed \$2.50 for each student. The trunks will be delivered in lots of ten at seventy-five cents each, in lots of less than ten the price is not to exceed \$1.00 each. The above contract stipulates that the above prices shall be in force the entire year for all students and their trunks to and from Dahlonga. Hereafter there can be no profiteering on our students. It is the intention of the Board of Trustees also to provide a light motor vehicle to be used in any case of emergency.

ELECTION OF STUDIES.

All degree students above Sophomore class will be allowed to elect their studies so far as the schedule of recitations will permit, and so far as the subjects are provided for in the schedule. All elections should be made with the consent and advice of the Course Committee of the faculty.

Special Courses.

All **Prep** students will be required to take one of the regular courses laid down in the Preparatory Department of the College.

College Students. Special courses are not advised owing to the difficulty in filling out a well rounded schedule of work. However, any college student desiring a Special Course will make a written application to the Course Committee showing desired course in full and giving reasons for same. This course may be rejected or modified as appeareth best to the committee. Every Special Course must include **ENGLISH** and **MATHEMATICS** in college classes. The student taking such a course must have at least twenty-five hours a week.

THE CHARLES McDONALD BROWN FUND.

From the Charles McDonald Brown Scholarship Fund the institution receives \$1,200.00 annually. This is to aid worthy young men who are unable to pay their way through college. The applicant must be at least eighteen years of age, in good health, and must reside in one of the following counties: Rabun, Habersham, Towns, Union, Fannin, Dawson, Murray, White, Lumpkin, Gilmer, Pickens, Cherokee and Forsyth in Georgia, and Oconee, Anderson, and Pickens, in South Carolina.

This sum will be divided into sixteen equal parts allowing one part to each county. It is the purpose of the bequest to aid one young man from each of the counties above named. All applications must be sent to the Chairman of the Brown Fund Committee on or before August 1st of each collegiate year.

CHURCH OPPORTUNITIES.

We have three churches in Dahlonga — Presbyterian, Baptist, and Methodist. Students are required to attend service on Sunday morning.

Y. M. C. A.

A Y. M. C. A. Unit has been established in connection with the school. A large and cheerful room has been well furnished where our boys spend their leisure hours reading, conversing, singing, playing and writing letters. Many games and supplies for Mass Athletics and music have been provided; a postoffice has been installed. The Association which is managed by Professors of the school maintains a Local Forum for the study of the problems of Reconstruction and Bible Study classes; singing and settlement work are cultivated. Lectures, moving picture shows and different entertainments vary the program.

CONCERNING LEAVES OF ABSENCE.

Except in cases of sickness or imperative, providential necessity, no leaves of absence will hereafter be granted. A student cannot afford to be absent a single day from the course here. His absence will result in a loss that he cannot make up. A week end at home will often demoralize a boy to such an extent that it takes him a month to recover from it. Parents are earnestly requested to co-operate with us in this matter. Do not ask that your boy be allowed to come home at any time unless it be imperatively necessary.

COLLEGE ENTRANCE REQUIREMENTS.

The North Georgia Agricultural College requires **fourteen units for entrance**, distributed as per the table on following pages.

By a **unit** is meant approximately 1-4 of a year's work in an accredited Secondary School (see list furnished by the University of Georgia). This means that the school year

shall be at least **thirty-six weeks**; that the subject shall be pursued four or five periods a week, and that the periods shall be at least **forty-five minutes**.

Students will be admitted into the Freshman class either by **examination** on subjects enumerated under the heading College Entrance Requirements, or by the presentation of a **formal certificate** from an Accredited High School fully and accurately filled out and signed by the Principal or legal officer showing that the required work has been fully and thoroughly done.

This implies that students will not be admitted on "probation" or "trial", or on promise of certificate, or on diploma or general letters of recommendation. **They must either submit official certificate on entrance or stand examination.**

However, all classification should be regarded as tentative to the extent that **the student is expected "to make good" within the first month**; failing to do this will subject him to be called before the faculty to show cause why he should not be reclassified.

ENGLISH ENTRANCE REQUIREMENTS, 1920-1921.

The study of English has two main objects: (1) Command of correct and clear English, spoken and written: (2) Ability to read with accuracy, intelligence and appreciation.

Grammar and Composition.

The first object requires instruction in Grammar and Composition. English Grammar should ordinarily be reviewed in the Secondary School; and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English Composition governing punctuation, the use of words, sentences and paragraphs should be thoroughly mastered; and the practice in composition, oral and written, should extend throughout the Secondary School period. Written exercises may well comprise letter writing, narration, description, and easy exposition and argument. It is

advisable that subjects for this work be taken from the student's personal experience, general knowledge, and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by the concerted efforts of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

Literature.

The second object is sought by means of two lists of books, headed respectively—**Reading** and **Study**; from which may be framed a progressive course in literature covering four years. In connection with both lists the student should be trained in reading aloud and be encouraged to commit to memory some of the more noted passages in verse and prose. As an aid to literary appreciation he is further advised to acquaint himself with the most important facts in the lives of the authors whose works he reads and with their place in history.

Examination.

Candidates will have the option of taking either of two examinations: (1) A "comprehensive" examination; (2) a "restricted" examination, based in part on a prescribed list of books.

However accurate in subject matter no paper will be considered satisfactory if seriously defective in punctuation, spelling, or other essentials of good usage.

The examination will be divided into two parts, one of which will be on grammar and composition, and the other on literature.

BOOKS FOR STUDY.

One book should be selected from each of the four groups:

Group I.—Drama.

Shakespeare: Julius Caesar; Macbeth; Hamlet.

Group II.—Poetry.

Milton: *L'allegro*; *Il Penseroso*, and either *Comus*, or *Lycidas*.

Tennyson: *The Coming of Arthur*; *The Passing of Arthur*, and the *Holy Grail*. Selections from **Wordsworth**, **Shelley** and **Keats**, in book IV of *Palgrave's Golden Treasury*.

Group III.—Oratory.

Burke: *Speech of Conciliation with the American Colonies*.

Macaulay: *Speech on Copyright*. **Lincoln:** *Cooper Union Address*.

Washington: *Farewell Address*. **Webster:** *Bunker Hill Oration*.

Group IV.—Essays.

Carlyle: *Essay on Burns*, selections from *Burns' Poems*.

Macaulay: *Life of Johnson*. **Emerson:** *Essay on Manners*.

BOOKS FOR READING.

At least two books are to be selected from each of the five groups except as otherwise provided for under Group I.

Group I.—Classics in Translation.

The Old Testament: Comprising at least the chief narrative episode in *Genesis*, *Exodus*, *Joshua*, *Judges*, *Samuel*, *Kings* and *Daniel*: *The Odyssey* translated by George Herbert Palmer with the omission of desired parts of books I, II, III, IV, V, XV, XVI, XVII. **Homer:** *The Iliad* translated by William Cullen Bryant with the omission of the desired parts of books XI, XIII, XIV, XV, XVII, XXI. **Vergil:** *The Aeneid* translated.

Note: For any selection from Group I, a selection from any other group may be substituted. *The Odyssey*, *Iliad* and *Aeneid* should be read in English translations of recognized literary merit.

Group II.—Shakespeare.

A Midsummer Night's Dream. *The Merchant of Venice*. *As You Like It*. *Twelfth Night*. *The Tempest*. *Romeo*

and Juliet. King John, Richard the Second, Richard the Third. Henry the Fifth, Coriolanus. Julius Caesar.* Macbeth. Hamlet.*

Group III.—Prose Fiction.

Malory: Morte d'Arthur. **Bunyan:** Pilgrim's Progress, part I. **Swift:** Gulliver's Voyages to Lilliput and to Brobdingnag. **Defoe:** Robinson Crusoe, part I. **Goldsmith:** Vicar of Wakefield. **Scott:** Ivanhoe or Quentin Durward. **Jane Austin:** Any one novel. **Maria Edgeworth:** Castle Rackrent, or the Absentee. **Frances Burney (Madam d'Arblay):** Evelina. **Dickens:** A Tale of Two Cities. **Thackeray:** Henry Esmond. **George Eliot:** Silas Marner. **Mrs. Gaskell:** Cranford. **Kingsley:** Westward Ho! or Hereward the Wake. **Reade:** The Cloister and the Hearth. **Blackmore:** Lorna Doone. **Hughes:** Tom Brown's School Days. **Stevenson:** Any one novel. **Cooper:** The Spy, or The Last of the Mohicans. **Poe:** Selected Tales. **Hawthorne:** Any one novel.

Group IV.—Essays and Biography.

Addison and Steele: The Sir Roger de Coverly Papers or Selections from The Tattler and the Spectator. **Boswell:** Selections from The Life of Johnson. **Franklin:** Autobiography. **Irving:** Selections from The Sketch Book, or The Life of Goldsmith. **Southey:** Life of Nelson. **Lamb:** Selections from the Essays of Elia. **Lockhart:** Selection from the Life of Scott. **Thackeray:** Lectures on Swift, Addison and Steele in the English Humorists. **Macaulay:** Lord Clive, Warren Hastings, Milton, Addison, or Goldsmith. **Trevelyan:** Selections from the Life of Macaulay. **Ruskin:** Sesame and Lilies. **Dana:** Two Years Before the Mast. **Lincoln:** Selections. **Parkman:** The Oregon Trail. **Thoreau:** Walden. **Lowell:** Selected Essays. **Holmes:** The Autocrat of the Breakfast Table. **Stevenson:** Inland Voyage and Travels with a Donkey. **Huxley:** Autobiography and Selections from Lay Sermons. A collection of essays by **Bacon, De Quincey, Emerson, Hazlitt** and other writers.

*If not selected for study.

Group V.—Poetry.

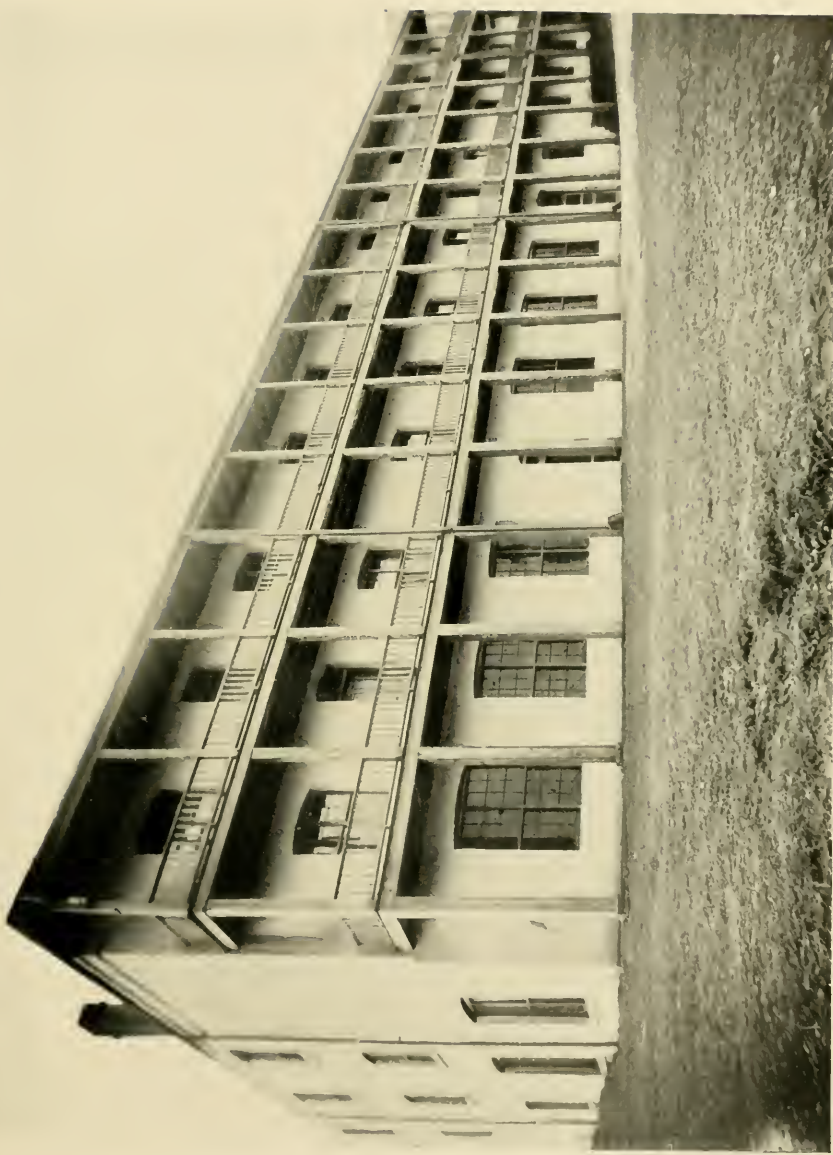
Palgrave's Golden Treasury, Books II and III, with special attention to **Dryden**, **Gray**, **Cowper**, **Burns** and **Collins**. Book IV, with special attention to **Wordsworth**, **Keats** and **Shelley** (if not chosen for study). **Goldsmith**: *The Traveller* and *The Deserted Village*. **Pope**: *The Rape of the Lock*, *A Collection of English and Scottish Ballads as Robin Hood*, *The Battle of Otterburn*, *King Estmere*, *Young Beichan*, *Bewick*, *Grahame*, *Sir Patrick Spens*. **Coleridge**: *The Ancient Mariner*, *Christobel* and *Kubla Kahn*. **Byron**: *Childe Harold—Canto III*, or *The Childe Harold*, *Canto IV*, and *The Prisoner of Chillon*. **Scott**: *The Lady of the Lake*, or *Marmion*. **Macaulay**: *The Lays of Ancient Rome*, *The Battle of Naseby*, *The Armada*, *Ivry*. **Tennyson**: *The Princess*, *Gareth and Lynette*, *Lancelot and Elaine*, *The Passing of Arthur*. **Browning**: *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incidents of the French Camp*, *Hervey Riel*, *Pheidippides*, *My Last Duchess*, *Up at a Villa—Down in the City*, *The Italian in England*, *The Patriot*, *"De Gustibus,"* *The Pied Piper*, *Instans Tyrannus*. **Arnold**: *Sohrab and Rustum* and *The Forsaken Merman*. Selections from American poetry with special attention to **Poe**, **Lowell**, **Longfellow** and **Whittier**.

MATHEMATICS.

a. Algebra.

(1) To quadratics—one unit.

The four fundamental operations for rational algebraic expressions; factoring, determination of highest common factor and lowest common multiple by factoring; fractions including complex fractions, ratio and proportion; linear equations; radicals, including the extraction of the square root of polynomials and of numbers; exponents, including fractional and negative powers.



NEW DORMITORY

(2) Quadratic equation, binominal theorem, and progressions. One-half unit.

Simple cases of equations with one or more unknown quantities that can be solved by the method of linear or quadratic equations.

Problems depending upon quadratic equations.

The binominal theorem for positive integral exponents.

The formulas for the 4th term and the sum of the terms for arithmetic and geometric progressions, with applications.

b. **Plane Geometry.**—One unit.

The usual theorems and constructions of good text-books, including general properties of plane rectilinear figures; the circle and the measurements of angles; similar polygons; areas; regular polygons and the measurement of the circle.

The solution of numerous original exercises, including loci problems.

Application to the mensuration of the line and plane surfaces.

c. **Solid Geometry.**—One-half unit.

The usual theorems and constructions of good text-books, including the relations of planes and lines in space; the properties and measurement of prisms, pyramids, cylinders and cones; the sphere and the spherical triangle.

The solution of numerous and original exercises, including loci problems.

Application to the mensuration of surface and solids.

LATIN.

Grammar and Composition.—One unit.

Essentials of Latin—Pearson (American Book Company).

(1) The inflections; the simple rules for composition and derivation of words; syntax of cases and verbs; structure of sentences in general with particular regard to relative

and conditional sentences, indirect discourse and the subjunctive mode. Translation into easy Latin of detached sentences and very easy continuous prose based upon Caesar and Cicero.

(2) **Caesar.**—One unit.

Walker's Caesar, (Scott, Foreman Co.).

Any four books of the Gallic War. Latin Prose Composition (Bennett).

(3) **Cicero.**—One unit.

Tunstall's Cicero, (D. C. Heath & Co.).

Any six orations from the following list of equivalents: the four orations against Catiline, Archias, the Manilian Law, Marcellus, Rocius, Milo, Sestius, Ligarius, the fourteenth Phillippic. Latin Prose Composition (Bennett).

HISTORY.

Preparation in history will be given credit upon the basis of time devoted to the study of each branch, rather than on the amount of ground covered. The training in history should require comparison and the use of judging on the pupil's part, rather than the use of memory. The use of good text-books, collateral reading, practice in writing, accurate geographical knowledge are essential. The accepted groups are ancient history up to 800 A. D., medieval and modern English, American and civics.

Two units required.

MODERN LANGUAGES.

French.—Two units may be offered, or

German.—Two units may be offered.

Spanish.—Two units.

SCIENCE.

a. **Physiography.**—One unit.

The preparation in physiography should include the study of at least one of the modern text-books, together with an approved laboratory and field course of at least forty exercises actually performed by the student.

b. Physics—One unit.

The preparation in physics should include individual laboratory work, comprising of at least forty exercises selected from a list of sixty or more; instruction, class-room demonstrations and lectures, to be used mainly as a basis for questioning upon the general principles involved in the pupil's laboratory investigations; the study of at least one standard text-book, to the end that the pupil may gain a comprehensive and connected view of the most important facts and laws of elementary physics.

c. Biology.—One unit.

This course includes the following. Animal Biology, Human Biology, and Plant Biology.

The preparation for Animal Biology will include a short course in general natural history; general classification of animals and their chief characteristics, a comparison of general life-processes in animals and plants.

The preparation for Human Biology should include the nature foods and their history in the body; the essential facts in digestion, absorption, circulation, secretion, excretion and respiration; the nervous system; the structures of the various organs and their operation; a note-book in which are kept carefully outlined drawings of the chief structures studied anatomically, together with the explanations of the drawings are essential.

The preparation in Plant Biology should include preliminary experiments; seed germination; forms, functions, and structures of leaves, flowers, their parts and forms, fertilization and pollination; fruits and seeds. Practical experiments and illustrations should be given in the laboratory and in the field, results tabulated in note-book with sketches when practical.

The following subjects will also be credited when properly taught with laboratory and field practice when practicable:

d. Botany.—One unit.

e. Chemistry.—One unit.

- f. **Zoology.**—One unit.
- g. **Physiology.**—One unit.
- h. **Domestic Science.**—Two units.
- i. **Agriculture.**—Two units.

DRAWING.

One unit. A full year's work in drawing should include simple geometrical plane and solid figures, the simple pieces of machinery, with a fair knowledge of the rules of perspective, and light and shade as applied in freehand sketching. The student should complete at least twenty drawings which display proficiency in the following points:

a.—Ability to sketch freehand from dictation with reasonable accuracy and with fairly correct, steady, and clean lines, any simple geometrical figure or combination of figures, straight lines, squares and circles, polygons, spirals, and the like.

b.—Ability to sketch objects with reasonable correctness and proportion, structure and form, geometrical models, simple vases, simple details of machinery or common objects such as ordinary household furniture and utensils.

c.—Ability to sketch from copy, enlarging or reducing its dimensions any simple object, such as a globe valve, top, or any ordinary historical ornaments as an acanthus leaf, iron scroll work.

TABULATED REQUIREMENTS.

For full and unconditional admission to the degree courses, the candidate must secure credit by examination or acceptable certificate as follows:

| | English | History | Mathematics | Latin | Modern Language | Elective | Total | REMARKS |
|--|---------|---------|-------------|-------|-----------------|----------|-------|--|
| Bachelor of Arts ----- | 3 | 2 | 2.5 | 3 | | 3.5 | 14 | French 2, or Spanish 2, or German 2 may be offered in addition to Latin. |
| Bachelor of Science ---- | 3 | 2 | 2.5 | | 2 | 4.5 | 14 | Either Latin 3, French 2, Spanish 2, or German 2 may be offered. |
| Bachelor of Science in Agriculture ----- | 3 | 2 | 2.5 | | 2 | 4.5 | 14 | Either French 2, Spanish 2, or German 2. |
| Bachelor of Science in Business ----- | 3 | 2 | 2.5 | | | 6.5 | 14 | |
| Bachelor of Arts in Education ----- | 3 | 2 | 2.5 | * | 2 | 4.5 | 14 | *Either Latin 3, or Modern Language 2. |
| Bachelor of Science in Mining ----- | 3 | 2 | 2.5 | | | 6.5 | 14 | |

Electives may be selected—English up to 4; History up to 4; Mathematics up to 4; General Science 1; Physics 1; Chemistry 1; Physical Geography 1-2; Botany 1-2; Physiology 1-2; Frechand Drawing or Mechanical Drawing 1; Commercial 1.

NOTE—These subjects may be offered subject to the approval of the *Course Committee*.

**DEPARTMENT OF PHYSICS, CHEMISTRY
AND GEOLOGY.**

B. P. Gaillard, Professor.

The work in these branches of Science looks to the broadening of the student's view of life, the development in him of the scientific spirit and making him familiar with scientific methods of thinking and working.

1. General Inorganic Chemistry (required of E.M., B.S., B. Ag.)

Freshman Class.—Fall term, non-metals. Spring term, metals. Five periods class room, five periods laboratory.

2. (a) Qualitative Analysis (required of B. S., B. Ag., E. M.)

Sophomore Class.—Fall term. Nine periods laboratory, one period class.

2. (b) Organic Chemistry (required of B.S. and B.Ag)

Sophomore Class.—Spring term. Three periods class room, two periods laboratory.

3. Physics (required of B.Ag., B.S., E.M.).

Junior Class.—Fall term. Matter and properties, dynamics of liquids and gases; sound.

Spring term. Heat, light, electricity. Three periods class room, two periods laboratory.

4. Quantitative Analysis (required of B.S., E.M., B.Ag.),

Junior Class.—Fall term. Gravimetric analysis.

Spring Term. Volumetric analysis and miscellaneous work. Nine periods laboratory, 1 period class room.

5. Geology (required of B.S.).

Senior Class.—Fall term and Spring term. Three period class room, two periods laboratory.

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE.

George W. Camp, Professor.

W. L. Ash, Associate Professor.

1. **Composition and Rhetoric.**—The essential forms of composition will be studied in detail. Classic literature will be used as illustrative material. Frequent short themes and occasional longer themes will be required. Class debates, written reports and story telling will receive appropriate attention.

Freshman Class.—Fall term. Five hours.

2. **Logic or Shakespeare.**—During the Spring term students of the Freshman class will be given an option between Logic and Shakespeare. The work in Shakespeare will follow the line of inductive criticism applied to some of his leading dramas. Julius Caesar, Merchant of Venice, King Lear, Othello, and Richard the Third will be studied.

Those who elect Logic may find description of courses under the Department of Education No. 3.

During this term the entire class will be required to give two hours a week to the review of advanced English Grammar.

Freshman Class.—Spring term. Five hours per week.

3. **English Literature.**—The evolution of the literature will be traced from history. The more important periods will receive greater stress going more into the study of the literature itself and into its underlying philosophy. Occasional themes will be required. These will be closely related to the work in hand. An occasional author of superior merit will be studied more in detail.

Sophomore Class.—Entire year. Five hours per week.

4. **Dramatic Literature.**—An analysis of the principles underlying dramatic structure will be made. This will include a study of the old theatre, actor, audience and tradi-

tions. The law of the drama will be taken up and analyzed. A detailed study of dramatic literature will be made. Selections will be distributed so as to include illustrative material from Greek, Roman, French, Pre- and Post-Shakespearean dramas. The modern social drama will receive careful notice. Dramatic composition will be required.

Junior Class.—Entire year. Three hours per week.

5. **Literary Criticism.**—A careful study of critical literature will be made. Especial attention will be shown to Wordsworth, Coleridge, Shelley, Hazlitt and Arnold. This line of study will be used as a basis on which to form a personal critical theory which the student is supposed to apply to individual authors. These will be selected from time to time and studied carefully.

Senior Class.—Fall term. Two hours per week.

Note: No. 1 given 1921-22.

6. **Study of Poetry.**—To develop a theory of the origin and manifestation of the poetic mood. To set forth and analyze the laws of poetic expression. Poetic appreciation. The technique of poesis. Versification. A more or less detailed study of some of the leading poets of the Victorian era.

Senior Class.—Fall and Winter terms. Two hours per week.

7. **Prose Fiction.**—Prose Fiction compared with poetry, with the drama. Fiction and Science; Fiction and History; the Novel and Philosophy. Characterization, plot, setting. Realism vs. Romanticism. The short story. A detailed study of some of the leading modern novels.

Senior Class.—Spring term. Two hours per week.

DEPARTMENT OF EDUCATION AND PHILOSOPHY.

Geo. W. Camp, Professor.

These courses are designed primarily to meet the requirements of this and other States for teachers. Secondly to meet the urgent need of educated, efficient so-



VIEW OF CAMPUS SHOWING TENNIS COURT AND
MAIN BUILDING

cial beings in everyday life. An effort will be made to enrich the course from the happenings of daily life, also to relate all theories to life conditions.

1. **Psychology**.—This course is designed to give the student a general knowledge of the facts and operations of the mind. Behavior as an approach to this knowledge will be stressed. To this end the essential facts of physiological-psychology will receive careful attention. In addition to the ordinary topics of psychology such terms as disassociation, mental hygiene, and mental efficiency will be carefully considered. Such simple experiments and illustrations as can be devised will be used.

Elective for Juniors and Seniors.—Fall and Winter terms. three hours per week.

2. **Educational Psychology**.—The fundamental characteristics of child nature will be studied. Tracing the development of the child as based on the appearance of instincts. Habit development and its educational significance. Mental fatigue and its significance to the teacher.

Elective for Juniors and Seniors.—Spring term. Three hours per week.

3. **Logic**.—An introductory study of both deductive and inductive methods of thought. These will be carefully illustrated and the student will be drilled on the importance of clear and accurate thinking. An attempt will be made to cause the student to realize the importance of this with reference to the whole of his work and to life.

Elective for College Classes.—Spring term. Three hours per week.

4. **History and Principles of Education**.—An historical survey of educational development from the earliest times to the present. Educational theories will be analyzed in the light of subsequent development. From these an attempt will be made to develop theories that may have a practical application in modern education. As far as prac-

tical these will be tested and applied. Special stress will be placed upon the study of the educational significance of Rousseau, Pestalozzi, Froebel, Herbart, Spencer, and Horace Mann.

Elective for Junior and Senior Classes.—Three hours per week, entire year.

5. **Secondary Education.**—Designed especially to meet the needs of high school teachers and principals. The following topics will suggest the nature of the course: The **high school pupil**—physical, mental, and individual. The “institution and its purpose”—historical survey; its relation to the elementary school, to the college, social factors. The schedule of studies and an estimate of their comparative values.

Elective for Juniors and Seniors.—Fall term. Three hours per week.

6. **Principles of Education.**—The object of this course is to trace the development of Education as a factor in the organic and social evolution of human beings, and to show its operation as an individual process.

Elective for Juniors and Seniors.—Spring term. Three hours.

7. **Philosophy.**—This course includes a general history of philosophy beginning with the Greeks and coming down to modern times. The more important systems and individual philosophers will receive the greater stress. An attempt will be made to stimulate and direct thought toward ultimate truth.

Elective for Juniors and Seniors.—Fall and Winter terms. Three periods.

8. **Ethics.**—Includes historical analysis of the different Ethical theories. So far as is possible the student will be led to construct his own ethical code. This will be applied to problems of conduct common to everyday life. The

course will be related to practical life on one side and to the philosophy of life on the other.

Elective for Juniors and Seniors.—Spring term. Three hours.

College Credit.

This course when wholly elected during Junior and Senior years carries with it not only regular college credit toward any degree but it entitles the one completing it, in addition to his degree, to a **Professional State Teachers' Certificate** issued by the State Board of Education and good in any public school in the State.

DEPARTMENT OF LATIN.

Elias B. Vickery, Professor.

The following courses of study in the Latin language and literature are offered for students pursuing courses leading to literary degrees.

English derivatives, composition, sight translation, Elementary Latin Prosody, and the lyric metres of Horace are taught and emphasized.

COURSE OF STUDY.

1. **Entrance requirements.** (See general entrance requirements).

(1) **Vergil's Aeneid**, Bennett's (Allyn and Bacon).

Latin Grammar. (Allen & Greenough's) (Ginn & Co.)

Latin Prose Composition, Bennett's. (Allyn & Bacon.)

Freshman Class.—Five hours per week.

(2)a. **Livy**, Westcott's. (Allyn & Bacon.)

(2)b. **Horace**, Moore and Morris (American Book Co.); Grammar continued (Allen & Greenough's); Private Life of the Romans (Johnston's) (Scott Foresman & Co.); Lewis' Elementary Latin Dictionary (American Book Co.).

2c. **The Teaching of Latin.** This course aims to consider really what is worth while for each year of the high school course; To determine **how** and in **what order** the subject

matter of Latin should be presented; to discuss plan and arrangement of conventional high school Latin texts, as *Beginners' Book*, *Latin Prose Composition*, *Caesar*, *Cicero*, and *Vergil*; to define the relation of Latin to other branches or subjects on the high school curriculum.

Sophomore Class, Nos. 2a and 2b, four hours per week, entire year; 2c one hour per week, entire year.

(3)a. *De Amicitia of Cicero*, Price's (American Book Co.)

(3)b. *Juvenal*, Wright's. (Ginn & Co.) *History of Roman Literature*, Bender's. (Ginn & Co.)

Juniors.—Three hours per week, entire year.

(4)a. *Agricola and Germania of Tacitus*, Gudeman's. (Allyn & Bacon.)

(4)b. *Phormio of Terence*, Laing's. (Scott, Foresman & Co.)

Seniors.—Two hours per week, entire year.

DEPARTMENT OF MATHEMATICS.

J. C. Barnes, Professor.

1. **Higher Algebra**.—A general Review of the fundamental principles of Algebra; Quadratic, Simultaneous and Radical Equations; Ratio, Proportion and Series, with practical application. The Binominal Theorem, Logarithm, and their application to Higher Mathematics.

Text: Hawkes-Luby-Teuton's "Complete College Algebra."

Fall Term. Five hours per week for the term.

2. **Solid Geometry**.—Weekly tests are given, with a view of insuring a thorough review of Plane Geometry. The practical application of both Solid and Plane Geometry are stressed.

Text: Wentworth & Smith, "Solid Geometry."

Freshman Class.—Spring term. Five hours per week.

3. **Plane and Spherical Trigonometry**.—The work in Trigonometry will include a thorough study of and drill in the principles of Plane and Spherical Trigonometry. Graphic solutions stressed.

Text:—Granville's "Plane and Spherical Trigonometry."
Taylor's "Logarithmic and Trigonometric Tables."

Sophomore Class.—Fall term. Five hours per week.

4a. **Analytical Geometry.**—Co-ordinates, Straight Line, Circle, Parabola, Ellipse, Hyperbola and General Equations of the Second Degree. Graphic application stressed.

Text: To be selected.

Sophomore Class.—First half of spring term. Four hours per week.

5. **Plane Surveying.**—This course is intended to give the student a fair working knowledge of surveying instruments and their use. The entire course will be given from mimeographed notes, and will conform as far as possible to methods as used in good field work and offices.

Sophomore Class.—Last half of spring term. Five hours per week and Mondays.

6. **Calculus.**—Differential and Integral, with geometric and Analytical Applications.

Text: To be selected.

Junior Class.—Five hours per week for the term.

7. **Astronomy.**

Text: Young's "Manual of Astronomy."

Senior Class.—Five hours.

DEPARTMENT OF HISTORY.

Andrew W. Cain, Professor.

1. European History.

Fall Term: Decline of the Roman Empire to the Renaissance (376-1500). This work is of a college grade, a knowledge of a high-school course in Medieval and Modern History being presumed.

The main subjects for consideration are: The barbarian invasion and the breaking up of the Roman empire, the rise of the papacy, Charlemagne and his empire, feudalism, European development in the Middle Ages, the medieval

church, the crusades, the Hundred Years War, culture of the Middle Ages, the growth of the Italian cities, the Renaissance.

Spring Term: The Reformation to the Present (1500-1921). The subject matter of the course embraces: Martin Luther and the revolt against the church, the Catholic reformation, the Thirty Years War, the struggle for constitutional government in England, Louis the XIV and his empire, the rise of Russia and Prussia, the dismemberment of Poland, the French Revolution, Europe and Napoleon, Europe after the Congress of Vienna.

Required of A.B., B.S., and B.B.S. students in the Freshman class, three hours a week throughout the year.

Text-book: Robinson's Medieval and Modern Times; supplemented by Robinson's Readings in European History, abridged edition.

2a. Principles of Political Economy.

Fall Term: The underlying conditions of national prosperity—wealth and well-being, self-interest, competition, law and government, morals and religion, and the geographical situation will be studied in relation to the foundations of economic strength. The productive forces and industries, exchange, the distribution and consumption of wealth, public finance, and reform will be studied with special reference to present-day problems.

Required of A.B., B.S., and B.B.S. students in the Sophomore class, three hours a week during the Fall term.

Text-book: Carver's Principles of Political Economy.

2b. Economic History of the United States.

Spring Term: Colonial industries, systems of labor, communication, agriculture and land tenure, English colonial theory and policy, neutrality and foreign trade, cotton and slavery, the rise of manufacturing, the growth of the factory system, western movement, shipping and inland commerce, currency and banking, population and labor, pub-

lic lands, the application of machinery to agriculture, railroad extension, industrial combinations, labor organizations, and commercial expansion indicate the general content of the course.

Required of A.B., B.S., and B.B.S. students in the Sophomore class, three hours a week during the Spring term.

Text-book: Bogart's Economic History of the United States.

3. Development of American Nationality.

(This is an advanced course for mature students. A knowledge of the main facts of American History is presumed.)

Fall Term: The Establishment of Independence to the Civil War (1783-1860). The course includes a study of the Confederation and the formation of the Constitution, organization and establishment of the national government, neutrality and foreign relations, the origin and growth of political parties, the War of 1812, the Monroe Doctrine, problems of the frontier and of commerce, causes and effects of party readjustments, economic and political growth of the South, industrial development of the North, rivalry for political alliance with the West, the tariff, money and banking, the beginnings of sectional strife, and the rise of the Republican party.

Spring Term: The Civil War to the Present (1860-1921). Secession and conflict, the restoration of the seceded states, blundering policy pursued by Congress, legislative scandals, conflict between Congress and the President, the rise of the New South, tariff reform, government supervision of public utilities, third party movements, direct primaries, ballot reform, the referendum and recall, Latin-American relations, America in the Great War.

Elective for Juniors and Seniors. Given on alternate years, beginning with even-numbered dates.

Text-books: Fish's Development of American Nationality; Paxon's The Civil War; Haworth's Reconstruction and Union.

4. American Government and Politics.

Among the topics treated in this course are: The historical foundation of American institutions; evolution of State and Federal Constitutions; the formation and adoption of the United States Constitution; constitutional amendments; political theory and party organization; nominations and elections; the organization, powers, and duties of the several departments of local, state, and national governments; city government; territorial government; the government of dependencies; the actual work of governments.

Elective for Juniors and Seniors. Given on alternate years, beginning with 1921.

Text-books: Beard's American Government and Politics; Fess's Political Theory and Party Organization in the United States.

HOUSEHOLD SCIENCE.

First Year:

(a) **Elementary Domestic Science**, including the principles involved in making and care of fire, effect of heat and its application to different foods, selection of utensils and apparatus, selection of and proper care of food; sanitation of the kitchen, table-setting, and service; scientific study and practical preparation of beverages, fruits, vegetables, cereals, milk, and cheese, meats, gelatins, fats, legumes, batters and doughs, salads and frozen dishes; preparation of simple home meals with reference to cost and nutrition.

Four periods a week, first and second Semester.

(b) **Elementary Domestic Art**, including study of cotton fabrics and a knowledge of textile, and materials used in the household for clothing and furnishings. Practice in

the various stitches is illustrated on materials varying from the coarser to the finer texture. Basting, running stitch, combination stitch, back stitch, half back stitch, weaving, hemming, hemstitching, overhanding, gathering, and stoking, placing and putting on of bands, putting in plackets, preparation and working of buttonholes, fancy stitching, chain and feather stitching, illustration of square and mitred corners, mending, patching and darning.

Three periods a week, first and second Semester.

Second Year:

(a) **Theory and Practice of Cookery**, instruction in the composition and dietetic value of food materials. A syllabus is used and lessons are arranged in logical order, each food principle is illustrated by preparation of simple dishes. The object of this course is to teach general principles with their application in the cooking of all kinds of foods. This course is taught both by individual and group methods.

Four periods a week laboratory and three periods of recitation, (35 minutes each) on correlated subjects. First and second Semesters.

Third Year:

(a) **Development and Advanced Work in Foods**. This course includes instruction and practice of an advanced character in the preparation of more complicated dishes than are included in the first and second year courses.

(b) Taught by individual and group methods, including individual class demonstrations and the serving and preparation of properly balanced menus.

Four hours laboratory work and three periods recitation on correlated subjects. First and second Semester.

(c) **Table Service**. This course includes the care of dining room, pantry and closets, care of silver and cutlery, care of lamps, table linen, serving breakfasts, luncheons, dinner and afternoon tea.

One and one-half periods a week. First Semester.

(d) **Home Sanitation.** House location, character of soil, ground water and its influence on health, ground airs, drains, cellar walls, and care of cellar, water supply of villages and towns, wells, cistern, springs, sources of infection, construction of wells and cisterns for filtration and storage of water, water source of infection, methods of purification.

Plumbing Appliances. 1st. For the introduction of water. 2nd. For the removal of sewerage and all waste.

Atmosphere vitiation due to breathing, to gases from soil, furnaces, etc.

Methods of Ventilation. The disinfection of houses during and after contagious diseases.

The Home. Evolution of the home, house planning, construction, decorations, furnishings, care of the house floors, walls, furniture, and other subjects relating to the home. Taught by use of textbooks and lectures.

Two periods a week. First and second Semesters.

(e) **Dietetics.** This course includes the principles of nutrition and the methods of determining the food requirements of normal individuals from infancy to old age. The students are shown how to calculate the 100 caloric portions of food, and the common foods are weighed, measured and prepared on this basis. Dietetics are made out by the students for individuals and groups with varying requirements and incomes.

Two periods a week throughout the year.

(f) **Household Chemistry.**

Prerequisites: One year in General Chemistry.

The course embraces a study of household chemistry, which treats of the principles of science in the household and daily life. Ex.—Air, water, detergents, gas, petroleum products and food materials and with a study of bacteria and micro-organisms.

Three periods laboratory and one hour recitation. First and second Semesters.

VOCATIONAL TRAINING.

Aim: "Learning by Doing."

This course includes practical instructions in interior decorating to be applied in the homes of moderate means and homes of limited means, and schools of little equipment. The work will consist of a study of modern furniture, rugs, draperies, wall finishings, and basketry, home and school gardening, and floral culture. Supplemented by reference reading.

All students in the Department of Household Science are required to wear in the laboratory the regulation uniform, consisting of a dress of wash material either linen or cotton, large white apron, holder, and linen towel to pin at side.

(a) **Advanced Sewing.** This course includes talks on materials, manufacture from staple articles, includes the simple and chemical tests for adulteration of cotton, flax, wool and silk; talks on color and combinations in materials, purchase of materials, planning, cutting and making up of simple garments.

(b) **Advanced Sewing.** Continuation of the above course, including the history of costumes and its influence on modern designing. Costume designing and the cost of artistic dress. The requirements of dress, unity, appropriateness.

DEPARTMENT OF EXPRESSION.

(1) **Elements of Expression.** Study of the "Evolution of Expression" in its different changes as the student grasps the truth of his thoughts and develops from one step to the next. Study of Animation, Smoothness, Volume and Forming the Elements.

Platform Work: Two well trained declamations.

First Semester, two hours.

Text: Charles Wesley Emerson's "Evolution of Expression", Vol. I.

(2) **Continuation of Course 1.** Study of Slide, Vital Slide, Slide in Volume, Forming Pictures also, foundation work in gesture. Correct breathing for dramatic purposes.

Platform Work: Two well trained declamations.

Text: Vol. II "Evolution of Expression".

Second Semester, two hours.

(3) **Oratory and Debate.** For students who have completed courses 1 and 2. Study of the principles of Argumentation and Debate, also Public Speaking.

First Semester, two hours.

Text: Victor Alvin Ketcham's "Argumentation and Debates."

(4) **Continuation of Course 3.** Practical Application of the principles and rules of Debate and Public Speaking. Drill work in Debate. Special work in Declamation.

Second Semester, two hours.

(5) **Literary Interpretation.** Open to advanced students. Careful study and analysis of standard forms of literature. Value of the parts in the making of the whole selection. Special training in declamation and readings. Study also the philosophy of Gesture.

First Semester, two hours.

Text: Charles Wesley Emerson's "Philosophy of Gesture."

(6) **Original Work.** Study of all forms of Public Speaking. Extemporaneous speaking. Thorough drill in original addresses.

Platform Work: Practice work in Public Speaking, all work composed by student himself.

One fifteen minute address required.

Second Semester, two hours.

(7) **Dramatic Work.** One part in one of the two well selected plays given during the school year required of all students in Expression.

(8) Private lessons open to students who desire special training aside from class work.

DEPARTMENT OF BUSINESS ADMINISTRATION.

Clarence A. Ruggles, B.S., Professor of Accounting and Finance and Director of the Department.

Miss Bertie McGee, A.B., Instructor in Stenography, Typewriting and Bookkeeping.

-----, Student Assistant.

Purpose and Scope.

The object of the course is to combine with an "all-round" education a broad and fundamental training in business organization and administration. While the work required is broad and comprehensive the intent is that it shall definitely prepare students for the principal classes of business service, such as: Business Management, Private Accounting, Commercial Teaching, C. P. A. Examinations, Public Accounting, Commercial-Secretaryship.

Plan of Instruction.

The course of study outlined leads to the degree of Bachelor of Business Science and takes four years to complete. If the student has not the time or inclination for the pursuit of this program he may take two years or even less of the work; in which case a certificate will be granted him.

Schedule of Studies Leading to B.B.S. Degree.

For information regarding elective and required subjects outside of this department, see respective Departments concerned.

Bachelor Business Science Degree.

Freshman:

| | Periods Per Week | | Equiv.* |
|---------------------------|------------------|------------|---------|
| | Classroom | Laboratory | |
| Business (1 and 1a) ----- | 4 | | 8 |
| Business (2 and 2a) ----- | | 4 | 4 |
| English ----- | 5 | | 9 |
| History ----- | 3 | | 8 |
| Mathematics ----- | 5 | | 10 |
| Elective ----- | 3 | | 5 |
| | — | — | — |
| | 20 | 4 | 44 |

Sophomore:

| | Periods Per Week | | Equiv.* |
|---------------------------|------------------|------------|---------|
| | Classroom | Laboratory | |
| Business 3 and 3a) ----- | 3 | | 6 |
| Business (4 and 4a) ----- | | 8 | 8 |
| Business (5 and 5a) ----- | 2 | | 4 |
| History ----- | 3 | | 5 |
| English ----- | 5 | | 10 |
| Elective ----- | 3 | | 7 |
| | — | — | — |
| | 16 | 8 | 40 |

Junior:

| | Periods Per Week | | Equiv.* |
|--------------------------------|------------------|------------|---------|
| | Classroom | Laboratory | |
| Business (7 and 7a) ----- | 2 | | 6 |
| Business (8 and 8a) ----- | 1 | | 5 |
| Business (9 and 9a) ----- | 1 | | 4 |
| Business (10 and 10a) ----- | 1 | | 5 |
| Business (11 and 11a) ----- | | 4 | 4 |
| Modern Language, one required_ | 5 | | 7 |
| Elective ----- | 3 | | 5 |
| | — | — | — |
| | 13 | 4 | 36 |

* Note: By "Equivalent hour" is meant the time given to the subject in classroom plus that deemed necessary for the preparation of it.

Senior :

| | | Periods Per Week | | Equiv.* |
|-------------------------------|-------|------------------|------------|---------|
| | | Classroom | Laboratory | |
| Business 12 | ----- | 2 | 4 | 12 |
| Business 13 | ----- | | 4 | 5 |
| Business 14 | ----- | 1 | | 6 |
| Business 15 | ----- | 1 | 3 | 6 |
| Modern Language, one required | | 3 | | 7 |
| | | — | — | — |
| | | 7 | 10 | 36 |

Freshman.**Business I.—Elementary Bookkeeping.**

This is an introductory course in accounts and account keeping, and no knowledge of bookkeeping is presupposed. The instruction given is fundamental and very general. The main purpose being to give basic principles, together with a bird's-eye view of accounting in its relation to all lines of business—Manufacturing, Wholesale, Retail and Financial.

The study is carried on by lectures, recitations and problems in connection with laboratory work in business practice, and the student's progress and grasp of principles developed is determined periodically by written tests and class quizzes.

Business 2 is parallel with, and forms an integral part, of this course.

Freshman, first term, four periods per week.

Business 2.—Bookkeeping Laboratory.

This is a supplementary course to Business 1. Principles in Business 1 are applied to the keeping of a set of single-proprietorship books in which all entries are supported by reproduced papers of business transactions. Assignments of exercises and transactions are made from day to day as with any other subject; and every student's work is checked frequently.

Freshman, four periods per week.

Business 1a.—Accounting, Theory and Practice.

This is a first year course in accounting. The discussions cover the history and development of accounting; types of business organizations; financial statements; adjustments; basic methods of accounting; discounts, partnership problems.

Freshman, second term, four periods per week.

Business 2a.—Accounting Laboratory.

This is a continuation of Business 2. A more complicated set dealing with a partnership is worked out. It presents accounts with fixed assets and reserves, trading accounts, operating expenses, adjusting entries, and special sales, purchases and cash journals.

Freshman, second term, four periods per week.

Sophomore.

Business 3 and 3a.—Accounting, Theory and Practice. Pre-requisite: Business 2 and Business 2a.

A continuation of Business 1a. The field covered will include: The corporation; voucher system; factory cost; general principles of valuation; depreciation, its causes, methods of calculating and recording; cash and mercantile credits.

Sophomore, first and second terms, three hours per week.

Business 4 and 4a.—Accounting Laboratory.

Comprising an extensive set illustrating corporation accounting. Sufficient practice is given in the use of the columnar cash journal and the use of the various subsidiary ledgers. Independent accounting problems dealing with corporations are given throughout the year.

Sophomore, first and second term, six periods per week.

Business 5 and 5a.—Business Law.

The purpose is to outline the guiding principles of law as related to ordinary commercial and financial transactions. Among the subjects discussed will be: Contracts, sales,



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agency, negotiable instruments, insurance, employment, partnerships, corporations, personal property, real property, bankruptcy, taxation, and arbitration. Drill in the analysis of cases and the draughting of legal forms will form an important part of the course.

Two periods per week throughout the year.

Junior.

Business 7 and 7a.—Advanced Accounting. Prerequisite: Business 3a and Business 4a.

This work is similar to Business 3a and covers: Investments; equipment, wasting and intangible assets; current, contingent and fixed liabilities; capital stock and its valuation; profits, surpluses and reserves; dividends; liquidation of a corporation, combinations and consolidations; branch house accounting, and consolidated balance sheet.

First and second terms Junior year, two periods per week.

Business 8 and 8a.—Cost Accounting. Prerequisite: Business 3a and Business 4a.

The discussion will cover the principles and general methods of cost finding; the methods of distributing indirect expenses and the recording of material and labor. Special attention is given to devising and estimating cost systems. Ample study is given to standard and special forms used in cost finding.

First and second terms Junior year, one period per week.

Business 9 and 9a.—Accounting Mathematics. Prerequisites: Commercial arithmetic, all high school algebra, and facility in the use of logarithms.

This work is designed for students taking the degree course in business. Discussions and problems in actuarial science and annuity studies make up the course, and the primary object is the acquisition of greater facility of technique in accounting. The course extends throughout

the year and the first term work includes the following: Simple interest; accounts current; foreign exchange, compound interest, and annuities. The following are taken up during the second term: Annuities; sinking funds; valuation of assets; bonds and their peculiarities; amortization and accumulation; serial bonds. Many problems are solved and all important formulae are derived.

Junior, first and second terms, one period per week.

Business 10 and 10a.—Business Finance. Prerequisite:
All Sophomore accounting.

A discussion of the essential principles of financing; forms of financial organizations; the various forms of security issues; methods of raising capital through the sale of securities and the usual forms of promotion and underwriting; efficient financial management; how capital forms are invested; financial mismanagement and irregularities, and of the processes of reorganization.

Junior, first and second terms, one period per week.

Business 11 and 11a.—Cost Accounting Laboratory and Problems.

This course is taken in connection with Business 8 and consists of a typical set illustrating a factory system.

Entire Junior year, four periods per week.

Senior.

Business 12.—Auditing, Theory and Practice.

Among the subjects covered are: Purposes and advantages of an audit; how to begin an audit; balance sheet audit; profit and loss account; certificates and reports; the detailed audit; depreciation; investigations; holding companies, and special points in different classes of audits.

Senior, first and second terms, two periods per week.

Business 13.—Advanced Accounting Problems.

The problems given require in their solution a thorough knowledge of the principles of accounting as given in the

preceding two years. Problems representing various types of business will be worked out. Many of these will be similar to the problems given in previous examinations by state C. P. A. boards. The purpose will be to approach as near as possible the actual practice of the public accountant and auditor.

Senior, first and second terms, four periods laboratory work per week.

Business 14.—Business English and Business Correspondence. Prerequisite: Sophomore English.

The basic principles of business English are studied from a Result-Producing standpoint. Some of the principles taken up in class and discussed are: Interest and clearness; the making of outlines; connection; mechanical make-up; grammatical correctness; business exposition; advertisement English. Various types of letters that have produced results are taken apart and analyzed. Also practice letters written by the student will form an important part of the course.

Throughout Senior year, one period per week.

Business 15.—Thesis.

During the second term of the Senior year a thesis preparatory to graduation is required. A subject is assigned or the student may select one himself, with the approval of the Director. The work will generally be along auditing, accounting, or appraisal lines or some special phases of business science.

The thesis must be typewritten and two copies made, one to be deposited in the College library and one for the Business Department. The size of paper required is 8 x 11 inches, and the whole must be substantially bound together. Wording on the outside cover should be similar to the following:

CORPORATION ACCOUNTING FOR INCOME TAX PURPOSES.

A. THESIS.

Submitted as a partial requirement for the degree of
BACHELOR BUSINESS SCIENCE.

A. Student.

North Georgia Agricultural College,
Dahlonaga, Ga.
June, 1921.

STENOGRAPHY AND TYPEWRITING COURSES.

These courses are not required for the degree work in business, but may be taken as an elective in the Freshman year.

Stenography.

Shorthand.—Isaac Pitman System.

A thorough study of the elementary principles of shorthand, preparing a solid foundation for the acquisition of speed and accurate note-taking. Pitman's Theory Practice Book is used as an aid in systematic practice of each principle mastered.

Text-book: A course in Isaac Pitman Shorthand; Pitman's Theory Practice.

Freshman, first and second terms, four periods per week.

Business English.

A presentation of correct English forms and usages as related to modern business requirements, together with actual practice in writing different forms. A course intended for the stenographer or those preparing for commercial secretaryship.

Text-book: Style Book of Business English.

Freshman, first and second terms, one period per week.

Advanced Shorthand.

- Fall Term: 1. A review of the principles of shorthand.
2. Study of advanced phrasing.
3. Dictation and transcription.

- Spring Term: 1. Two books written in shorthand read in class.
2. Continuation of dictation and transcription.

The aim of this course is to fit the student for practical work as amanuensis in the business office.

Sophomore, five periods per week.

Typewriting.

Typewriting.—Touch Method.

A. Study of the keyboard, single-spaced and double-spaced letter forms and the mechanism of the machine.

B. Continuation of letter forms, including different styles of paragraphing, display of letter and tabulating work.

Speed work is taken up in earnest at this stage and tests are given at least every two weeks. Papers graded according to International Rules.

Text-book: Chas. E. Smith's Practical Course in Touch Typewriting.

C. Practical work on difficult combinations of letters in words, alphabetical sentences, prefixes, suffixes, repeated letters, strengthening the weaker fingers and advice on the means for acquisition of speed.

Text-book: High Speed in Typewriting.

DEPARTMENT OF ROMANCE LANGUAGES.

C. A. Ruggles, Professor.

French.

1. **French 1.**—This is an introductory course in French, and consists of careful drill in pronunciation, the rudiments

of grammar and syntax, the study of regular and irregular verbs, dictation, easy exercises of translation from English into French, and the reading of easy prose selections.

Entire year, five periods per week. Equivalent*, six and a half hours.

2. French 2.—Prerequisite French 1, or work of similar character.

General review of first year grammar and syntax, reading from modern French authors, constant practice in translating into French easy English prose, extensive study of irregular verbs, idioms, and the subjunctive mood.

Entire year, three periods per week. Equivalent, six and a half hours.

3. French 3.—Prerequisite French 2.

A study of modern difficult French. Selections from Balzac, Victor Hugo, and Leconte de Lisle will be read; and all difficulties and peculiarities encountered will be discussed.

Entire year, two periods per week. Equivalent, four hours.

This course may be combined with French 2, and in that case will be required as parallel reading thereto.

Spanish.

1. Spanish 1.—This is a course for beginners. It consists of all essentials for the acquisition of an early reading knowledge. Spanish will be the language of the classroom as far as possible.

Entire year, three periods per week. Equivalent, six hours.

2. Spanish 2.—A continuation of Spanish 1. It comprises a thorough study of grammar and syntax, translation from English into Spanish, prose composition, and conversation.

* Note: By "Equivalent" is meant the time given to the subject in classroom plus that deemed necessary for the preparation of it.

Entire year, three periods per week. Equivalent, six hours.

3. **Spanish 3.**—A study of modern Spanish literature, both historic and novelistic. Many selections from modern Spanish authors are read and studied.

Entire year, two periods per week. Equivalent, four hours.

4. **Spanish 4.**—Prerequisite Spanish 2.

This course is designed for students whose main object in learning Spanish is to use it commercially. It consists of a careful study of business terms and idiomatic expressions, reading technical articles, writing business letters, and conversation upon matters pertaining to commercial life.

Entire year, three periods per week. Equivalent, five hours.

DEPARTMENT OF AGRICULTURE.

E. N. Nicholson, B.S. Agr., Professor.

O. L. Amsler, B.S. Agr., Professor.

Ralph Strickland, Student Assistant.

AIM AND OBJECT OF THE SCHOOL.

“At the head of all the sciences and arts, at the head of civilization and progress, stands—not militarism, the science that kill, not commerce, the art that accumulates, but AGRICULTURE, the mother of all industry, and the maintainer of human life.”—Garfield. Another great man fittingly said: “Tear down the cities and they will rise again as if by magic, but tear down the farms and grass will grow in the streets of every city in Christendom.”

To make young men appreciate more and more the truth of the above statements; to make young men grasp the significance of the great agricultural movement, or awakening

of the American people, as well as to train young men to make two blades of grass grow where only one grew formerly and to contribute our share towards supplying trained men that will take their part in this great movement, is the aim that this department is striving to accomplish.

FIELD OF THE SCHOOL.

The Agricultural Department stands for that kind of education "that fits for life"—the kind that trains head, heart and hand. The head to study and solve the problems that confront the producer as well as the consumer; the heart to appreciate the glorious opportunity of living in contact with nature and attuning our thoughts to the harmonies that she speaks; the hand to do the things that will not only uplift ourselves, but the thousands that toil along with us. The industrial awakening that has swept the country offers unlimited opportunity for workers along agricultural lines. Then there is that noble pursuit of farming that gave opportunity to approach independence in the truest sense of the word.

POSSIBILITIES IN AGRICULTURE.

Besides the unlimited opportunities for young men with agricultural training on the farm, there are opportunities of becoming trained investigators in the Department of Agriculture, at the various experiment stations, in the colleges of agriculture, in the employ of great development concerns and horticultural undertakings. For those that are not fitted to investigational work there are opportunities for teaching in colleges, secondary agricultural schools, high schools and also instructing farmers themselves. The average salaries received by agriculturalists the country over is more than the salaries received by men trained along many other lines. The development of the various phases of agriculture will tend to uplift the present status of our rural section from every standpoint, and the training



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of our boys that expect to stay on the farm will and does make the man master of the farm rather than allowing the farm to master the farmer.

EQUIPMENT.

The classrooms and laboratories of the Agricultural Department are located in the west wing of the new industrial building. The soil physics laboratory is well equipped for the scientific study of soils and new, improved apparatus is being added from time to time. Adjoining the soil physics laboratory is the dairy laboratory, equipped with four different makes of the latest improved cream separators; and complete apparatus for making the Babcock tests. The dairy herd maintained by the Dormitory is available for the study of the dairy type of animals. The beef and swine herds are also available for class study.

The Agricultural Department also has a library and reading room where the student may avail himself of the bulletins of the United States Department of Agriculture Year Books, the leading agricultural publications, and State College and experiment bulletins from the different states, as well as a variety of standard texts and reference books.

THE COLLEGE FARM.

Adjoining the campus is a forty-acre farm and large orchard run in connection with the Agricultural Department, where practical farming and experimental work are carried on. Just across the road from the campus is the new eighty-acre addition, furnishing pasturage for the beef and dairy herds. The agricultural students are in constant, daily touch with the farm work; some of them actually working on the farm and thereby partially defraying their expenses.

DEGREES AND CERTIFICATES.

Two courses are offered by the Agricultural Department:

(a) A four-year course, leading to the degree of Bachelor of Science in Agriculture.

(b) A two-year course is given, in which agricultural subjects are substituted for English and Mathematics. Students taking this work are entitled to a certificate in Agriculture.

Instructions are also given to short-course students and to those taking the Normal Course in the Spring.

OUTLINE OF INSTRUCTION.

AGRONOMY.

1. **Fertilizers.** This course takes up the study of fertilization of crops and fertilizers in detail. The different fertilizer carriers are studied and the best methods are discussed for the different crops. Practical work in calculating formulas and mixing is given. Freshman.

2. **Cereals.** This course comprises a study of all the common cereal crops, such as corn, the sorghums and the small grains, as wheat, rye, oats and barley. Field work with as many of these crops as possible will be given. This also includes a special study of the diseases and treatment of same for these various crops.

2a. **Southern Field Crops.** This course comprises a study of field crops as adapted to conditions in the South.

3. **Grain Judging.** Judging and commercial grading of corn, wheat, oats, and other grains. Taught in connection with Agronomy 11.

4. **Soils.** This course is a scientific study of the soil formations and the mechanical compositions of soils. It also includes an exhaustive study of the physical problems of the soil, especially such phases as texture, tillage, movements of soils, conservation of soil water, aeration and drainage, and the effect of organic matter on the various soils. Sophomore.

5. **Soil Physics.** This is a course of laboratory work where the student makes practical experiments with soils

as to the water-holding capacity, mechanical construction, etc., of the soils. Taught in connection with Agronomy 4.

6. Farm Management. This course consists of a series of lectures on Farm Management. The selection of sites with regard to transportation facilities, and drainage; the economic handling of labor and machinery; the planning of rotations and farm accounts are given special attention. Junior.

7. Advance Soils. This is an advanced course in the study of soils. The records of experiments conducted in England, France and America for the last seventy-five years are studied. They treat exhaustively of chemical analysis of soils, the application of the various plant food elements to these analyzed soils and the crops produced on them. Senior.

ANIMAL HUSBANDRY.

Every live-stock country is a rich country, and we might add the anthesis to the above, "No country can become rich without the aid of live stock." The "Red old hills of Georgia" cry out for humus and vegetable matter and "blush" because it is not supplied. This will never be supplied until our live stock industry grows in proportion to our other industries, and thousands of cattle graze on our hills and valleys. The advance in the price of land calls for a more economical animal to consume the feed stuffs; hence a better class of live stock; also the most economical rations for the different classes of live stock. Laboratory work consists of handling and judging live stock.

1. Types and Breeds of Live Stock. Various types and breeds of live stock are considered from the standpoint of adaptation to local conditions and market demands. It includes beef and dairy types with reference to the production of milk and market demands. The lard and bacon types of hogs are studied with reference to market demands. Freshman.

2. **Judging of Live Stock.** A study of the animal form and character, especial attention being given to the market classes and grades of live stock. Sophomore.

3. **Feeds and Feeding.** This is a study of feeds and feeding. This course is designed to give the student a clear idea of feeding values, of the various needs and proper rations of digestible nutrients. Theoretical and practical work is given in calculating rations for dairy and beef animals. Junior.

4. **Principles of Dairying.** This course is offered to students to emphasize a specialized line of Animal Husbandry that furnishes much of our common food. In no line of this work is there such a great opportunity as in Dairying, but it has become so specialized that it requires trained men to attain the greatest success, in breeding, feeding and managing dairy herds. Instruction is given in milk secretion, nature and composition, comparative profits of the various milk products, etc. The dairy breeds are discussed with special reference to the South. Sophomore.

5. **Dairy Laboratory.** This laboratory work consists of making Babcock tests of milk, cream, skim milk, and calculating the percentages of loss, etc. Work in separating, ripening and churning cream is given. Required in connection with Animal Husbandry 4.

6. **Animal Nutrition.** In this course a study of the gross anatomy and physiology of the digestive system is included. The theoretical and practical side of compounding balanced rations for maintenance, milk and butter production, fattening and growth are fully explained. Elective for Junior and Senior.

7. **Principles of Breeding.** This course comprises a study of the principles of breeding. This includes a study of the physical basis of heredity. Variation, atavism and selection are taken up in detail, and are studied with relation to production. The theories of Darwin, Devries,

Mendal and Weisman are studied. A study of the results of breeding by working out pedigrees is given. The methods of successful breeders are given careful study. From all these angles the student is able to get a very broad conception as to the fundamentals of animal improvement. Senior.

POULTRY HUSBANDRY.

1. **Farm Poultry.** A general course covering the farm poultry industry, a study of breeds best suited to farm conditions, farm poultry house construction, hatching and brooding of chicks, feeding and management of the farm flock, handling of the poultry products. Elective for three or more students.

HORTICULTURE.

This course is designed to give the student a thorough knowledge of orchards and orchard management. The great opportunities in almost every section of the state in this line speaks for its popularity. We need more trained Horticulturists to take care of the immense apple orchards that are being planted in the mountains of North Georgia. Then the study of this subject enables the young man to beautify the home and grounds, and to make farm life more attractive.

1. **Fruit Growing.** A general study of location, site, frost, planting, varieties, orchard tillage and management. Three lectures per week. Freshman.

2. **Pruning and Propagation.** A course in grafting, budding and other methods of propagation; also a study of pruning with its practice and effect. A few periods are devoted to a study of varieties both for orchard and truck garden. Laboratory course of three periods per week. Freshman.

3. **Olericulture.** Vegetable Gardening is a subject important from the standpoint of those who grow vegetables for home use as well as those who grow them for market.

The students study in connection with the lectures the actual practices in the student garden. The fertilization, labor and market problems are each studied with reference to general trucking. Three recitations and two laboratory periods per week. Sophomore.

4. **Landscape Gardening.** Landscape Gardening consists of a study of homes, parks, cities, etc., from a standpoint of the arrangement of trees, shrubbery, and flowers. Practical work along this line is given on the college campus. Three recitations and two laboratory periods per week. Seniors.

5. **Economic Entomology.** Discussion of the life histories, habits, injuries and methods of controlling the important insect pests, the economic value of beneficial insects, and the preparation and use of insecticides. Three recitations and two laboratory periods per week. Senior.

BACTERIOLOGY.

1. **General Bacteriology.** Instruction in this subject is given with special reference to the various microscopic organisms found in air, water, soil, milk and the body, and their relation to such processes as decomposition, fermentation, digestion and production of diseases. Laboratory work consists of the preparation of media, the making of cultures, staining methods and the study of the physiological activities of bacteria. Three lectures and two laboratory periods per week. Junior.

FARM MECHANICS.

Every operation in the farm that is not performed by nature is mechanical. Whereas, at one time all the farm work was performed by man alone, now a large part of it is performed with the aid of machinery, enabling man to do more work with less personal energy expended and in a good deal less time. It is the aim of this course to train the

student in such a way that he may be able to handle a farm in the easiest and most economical way.

1. **Mechanical Drawing.** This course comprises a study of free-hand and mechanical drawing. The student is taught to draw free-hand objects necessary to his work, and to handle drawing instruments, that he may be able to execute any plans or drawings necessary. Freshman.

2. **Woodwork.** This is laboratory work; instruction being given in the handling and care of wood-working tools. The student is taught the essentials of carpentry and cabinet making. Freshman.

3. **Advanced Drawing.** This is an advanced course in mechanical drawing. The student is taught to design and make out specifications for farm buildings. He is also instructed in the construction of the buildings. Sophomore.

4. **Forge Work.** Practical instruction and practice in the working of iron and steel. Sophomore.

5. **Agricultural Engineering.** Agricultural Engineering is taught in this course, instruction being given in practical field work. Special attention is given to agricultural surveying, drainage, irrigation, roads and road building, farm machinery, farm motors, farm structures and sanitation. Junior.

Three or more students desiring special work in any subject may obtain same by substituting required work for elective in the desired subject.

Freshman Class.

Twenty-seven and a half hours are required from the following group of subjects:

| | Hours Per Week |
|--------------------------------|----------------|
| Agronomy (1 and 2a) ----- | 5 |
| Animal Husbandry (1) ----- | 3 |
| Horticulture (1 and 2) ----- | 3 |
| English (1) ----- | 5 |
| Mathematics (1 and 2) ----- | 5 |
| Chemistry (1) ----- | 5 |
| Farm Mechanics (1 and 2) ----- | 4 |
| <hr/> | |
| Required ----- | 27½ |

Sophomore Class.

Twenty-seven and a half hours are required from the following group of subjects:

| | Hours Per Week |
|----------------------------------|----------------|
| Animal Husbandry (4 and 5) ----- | 3 |
| Horticulture (3) ----- | 3 |
| Farm Mechanics (2 and 5) ----- | 4 |
| Agronomy (4 and 5) ----- | 5 |
| Mathematics (3 and 4) ----- | 5 |
| Chemistry (2 and 3) ----- | 5 |
| Animal Husbandry (2) ----- | 5 |
| <hr/> | |
| Required ----- | 27 |

Junior Class.

Fifteen hours will be required from Group 1 and ten hours from Group 2.



300 YARDS FIRING POINT

Group 1:

| | Hours Per Week |
|--------------------------|----------------|
| Farm Mechanics (5) ----- | 5 |
| Agronomy (6) ----- | 5 |
| Chemistry (5) ----- | 5 |
| Bacteriology ----- | 5 |

Group 2:

| | |
|----------------------------------|---|
| Animal Husbandry (3 and 6) ----- | 5 |
| Physics ----- | 5 |
| History (4) (optional) ----- | |
| Poultry Husbandry ----- | |

| | |
|----------------|----|
| Required ----- | 27 |
|----------------|----|

Senior Class.

Twenty-five hours to be selected from the following group:

| | Hours Per Week |
|------------------------------|----------------|
| Agronomy (7) ----- | 4 |
| Horticulture (4) ----- | 3 |
| Agricultural Chemistry ----- | 5 |
| Horticulture (5) ----- | 5 |
| Animal Husbandry (7) ----- | 5 |
| Agronomy (2) ----- | 5 |
| Botany ----- | 5 |

| | |
|----------------|----|
| Required ----- | 25 |
|----------------|----|

SCHEDULE OF WORK LEADING TO A.B. and B.S. DEGREES.

Note.—Numbers in parentheses refer to number of course for description; those to the right hand margin refer to number of hours per week required. GIRLS may substitute Domestic Science for all regular Science.

A.B. DEGREE.

FRESHMAN CLASS

| | |
|-----------------------------|---|
| English (1) | 5 |
| Mathematics (1 and 2) . . . | 5 |
| Latin (1) | 5 |
| History (1) | 3 |
| French (1) | 5 |
| Military Science | 1 |

SOPHOMORE CLASS

| | |
|------------------------------|---|
| English (2) | 5 |
| History (2) | 3 |
| Latin (2) | 5 |
| *Mathematics (3) and (4) . . | 5 |
| French (2) | 3 |
| Military Science | 2 |

JUNIOR CLASS

(20 hours per week required.)

Required Studies.

| | |
|----------------------------|---|
| English (3) | 3 |
| Latin (3) | 3 |
| Military Science | 2 |

Optional Studies.

(12 hours per week must be selected from this list.)

| | |
|-------------------------------|---|
| Mathematics (5) and (6) . . | 5 |
| History (3) | 2 |
| Physiology (1) and (2) . . . | 3 |
| French (3) | 3 |
| Science (3) and (4) | 5 |
| Education (5) and (6) . . . | 3 |

SENIOR CLASS

(20 hours per week required.)

Required Studies.

| | |
|----------------------------|---|
| English (4) | 2 |
| Latin (4) | 2 |
| Military Science | 2 |

Optional Studies.

(14 hours per week must be selected from this list.)

| | |
|-------------------------------|---|
| Mathematics (7) and (8) . . . | 5 |
| Science (5) | 5 |
| Education (5) and (7) . . . | 3 |
| French (4) | 2 |
| History (4) | 3 |
| Philosophy (8) and (9) . . . | 3 |

Note.—To make the A.B. course a course in Education the candidate must elect Psychology (1) and (2), Education (4), (5), (6) and (7), and Philosophy (8) and (9) during his Junior and Senior years. In addition to a regular diploma this course leads to a **State Teacher's Certificate**.

*Girls may elect a substitute for Mathematics during Sophomore year.

B.S. DEGREE.

FRESHMAN CLASS

| | |
|---------------------------------|----|
| English (1) | 5 |
| History (1) | 3 |
| Latin (1) or French (1) | 5 |
| Mathematics (1) and (2) | 5 |
| Science (1) | 7½ |
| Military Science | 1 |

SOPHOMORE CLASS.

| | |
|----------------------------------|----|
| English (2) | 5 |
| History (2) | 3 |
| Latin (2) or French (2) | 5 |
| *Mathematics (3) and (4) | 5 |
| Science (2a) and (2b) | 9½ |
| Military Science | 2 |

JUNIOR CLASS

(20 hours per week required.)

Required Studies.

| | |
|---------------------------------|---|
| English (3) | 3 |
| Mathematics (5) and (6) | 5 |
| Science (3) and (4) | 9 |
| Military Science | 2 |

Optional Studies.

| | |
|--------------------------------|---|
| History (3) | 2 |
| Psychology (1) and (2) | 3 |
| Education (4) and (6) | 3 |
| Latin (3) | 3 |
| French (3) | 3 |
| Spanish | 3 |

SENIOR CLASS.

(20 hours per week required.)

Required Studies.

| | |
|---------------------------------|---|
| English (4) | 2 |
| Mathematics (7) and (8) | 5 |
| Science (5) | 5 |
| Military Science | 2 |

Optional Studies.

| | |
|--------------------------------|---|
| History (4) | 3 |
| Education (5) and (7) | 3 |
| Latin (4) | 2 |
| Spanish (3) | 2 |
| French | 3 |
| Philosophy (8) and (9) | 3 |

Note.—To make the B.S. course a course in education the candidate must elect all Psychology, Education and Philosophy during Junior and Senior years. This will entitle the candidate on completion of course to a B.S. degree and a **State Teacher's Certificate**.

The same election applied to B.B.S., B.S.Agr., and B.S. in Mining courses will carry with it in addition to the regular degree a **State Teacher's Certificate** issued by the State Board of Education and good in any public school in the State.

*Girls may elect a substitute for Mathematics during Sophomore year.

SCHOOL OF MINES.

Garland Peyton, Director.

General Statement.

Mining Engineering as a profession makes an exceptional appeal to active, ambitious men. The mining engineer adventures far beyond the beaten paths or stays in settled places—the choice is his own. He sits in conference with men of influence, and his judgment often decides whether or not great sums are to be invested. Naturally these skilled services command a substantial price—an income steadily increasing with the passing of the years, as experience broadens the engineer's knowledge.

No profession enjoys higher respect among men, for mining engineers have always maintained exceptionally high standards of character and integrity. To men of broad vision there is genuine pleasure in seeking clean fortune at its source, in the earth. Due, largely, to demands created by the war, the young men entering the engineering profession today has before him a larger field and larger opportunities than has ever been open to engineers.

The school of mines at this institution offers a fair opportunity for men wishing to study for the profession of Mining and Metallurgical Engineer. The school is situated in the heart of the historic gold belt, which is an ideal location for a mining school.

The field of Mining and Metallurgy includes something of every other engineering profession. The student entering it should, therefore, have the broadest possible training if he is to have the greatest number of chances of success.

This the college realizes and consequently the student is required to cover fundamental work of a wide range, embracing chemistry, geology, mineralogy, electrical, metallurgical and mining engineering and such other branches of theoretical and practical knowledge as will afford the greatest opportunity to obtain a full knowledge of the science, art and practice of mining, and the application of machinery thereto.

The entire time in college is spent in an atmosphere of mining. This, in part, explains the fact that the men who graduate here are always able to make good after leaving college. A few minutes' walk from the college campus affords the student the opportunity of observing actual mining operations, both surface and underground methods of mining; also mills and plants equipped with up-to-date machinery and equipment.

The method of instruction includes lecture, text-book, laboratory and recitation work. Trips are also arranged to the neighboring mines and plants where the student may observe the application of methods and principles studied in the classroom. Rare opportunities are here offered to the student in geology and mineralogy. Rocks of various geologic age are here extremely well represented and economic deposits of many rare and valuable minerals exist in varied form.

On account of the relatively small enrollment in a specialized professional school of this type, the student is permitted to receive instruction at first hand from the instructors who have had experience and must not, as is customary in many large institutions, receive most of his instruction from less thoroughly trained assistants. The work in the laboratory, classroom and in the field is characterized by the personal touch and inspiration of the teacher who is making technical education a specialty.

The total cost of a four-year course at the School of Mines of the North Georgia Agricultural College is much less than in any other institution of equal rank offering equal opportunities. This is due to the fact that the school is endowed by the State of Georgia. Considering the cost in time and money, no better investment can be made for a young man than a four-year course in the School of Mines of the North Georgia Agricultural College. It means a larger opportunity in life for service, a better chance for advancement, and it opens the way to the highest salaried positions in business and industry.

REQUIREMENTS FOR ADMISSION.

1. The classes in the School of Mining are open to all.
2. **Registration.**—All students are required to show their entrance tickets and paid-up laboratory fees before they will be registered for work in this course.
3. **Admission by Examination.**—Students who desire to become candidates for a degree are admitted on examination in the subjects required by the college.
4. **Admission to Advanced Standing.**—Graduates of approved colleges are admitted upon presentation of their diplomas or certificates of graduation.
5. **Special Arrangements.**—In many cases persons who have been engaged in practical work and desire to better their conditions by systematic training and who are not candidates for a degree may be permitted to take special studies. Such men often prove to be among the best students, since they realize clearly the purpose of their work and the value of time.

Degrees.—The School of Mines offers the degree of Bachelor of Science in Mine Engineering.

The conditions under which this is given are as follows:

To obtain this degree the student must have been a resident student of this institution for at least one full year prior to graduation.

All candidates for the above degree are required to have had at least two years' training in Metallurgy, Geology and principles of Mining.

Thesis.—All seniors in the E. M. course carry on special investigations during the spring term, and the results are embodied in a thesis. This work must be of a mining or metallurgical character, and is under the direct supervision of the professor in charge. The submitted thesis must be of typewritten form on nine by eleven inch paper, bound in pamphlet form. No Mining student can receive his degree without having handed in an acceptable thesis.

Excursions.—Part of the course consists of visiting mines, dredges and milling plants in the vicinity of Dahlonga. These trips are required of all E. M. students, and expenditures of this kind afford the student abundant opportunities for collecting data suitable for memoirs, thesis, etc. Short trips of one day's duration are quite frequent. The upper classmen are required to take more extensive trips, usually to some large mine or smelter like Copper Hill, Tennessee.

ENGLISH.

The engineer of the highest order is not only a cultured gentleman, versed in all the amenities of polite society, familiar with the best literature in his own language and probably in that of one or two others, able to read many branches of learning understandingly and to discuss them intelligently; but, in addition, he has special knowledge of mathematics and the applied sciences, and he is not only able to understand what is written or spoken about them, but to express his own thoughts readily, accurately, and logically. The successful engineer, it has been well said, must know much about everything, and everything about something, but his ideas and knowledge are of small value except in so far as he can convey them to others; for, since he does not often labor with his hands, he must instruct and direct those who do. Thus language is his most important tool, and it certainly behooves him to see that it is always in good order. His reputation as a gentleman and as a professional man depends largely upon his knowledge and use of English.

MATHEMATICS.

The foundations of modern engineering have been laid on mathematics and physical science; the practice of engineering is now governed by scientific methods applied to the analysis of experience and the results of experimental research. It is now universally recognized that the educated engineer must possess a knowledge of the sciences which

bear upon his professional duties as well as a thorough practical training and experience in actual engineering work. Of these sciences the mathematical is undoubtedly of the greatest importance. The range and character of mathematical knowledge which can be considered adequate are gradually being agreed upon as experience is enlarged; and present ideas are embodied in the course in mathematics prescribed at this institution.

Note.—See Department of Mathematics.

MECHANICAL SECTION.

1. **Mechanical Drawing.**—All efforts during the early part of the work are directed toward making the student thoroughly acquainted with, and exercised in, the proper use of his drawing instruments and drafting supplies in general. The work then proceeds with mechanical and free-hand lettering, line shading, tinting, shading with tints and conventional tints for different materials.

This work is now begun in the E.M. course in the sub-Freshman or preparatory year and extends through Freshman year. It is required ten times per week.

2. **Machine and Mill Design.**—This is a continuation of the course in Mechanical Drawing. This work treats of the more complicated parts of machinery, covering gears, power transmission, machines, foundations and buildings used especially in milling and ore dressing.

SURVEYING.

1. **Mine Surveying.**—Under this head will be considered the theory of the determination of the true meridian by means of the various solar attachments and by direct observation of the sun and of a circum polar star; a careful discussion of the principles and methods used in locating and patenting mining claims, and in underground surveying will be given. The lectures delivered on these subjects enter into the detail with which they are connected and touch upon the Mining Law relating to surveyors and the patenting of mining property.

Sophomore year. Spring term.

2. **Field Surveying.**—See Surveying under Mathematics.

3. **Theoretical Mechanics.**—This course consists of the theoretical study of mechanics and materials. Statistics of a material point and of rigid bodies; centers of gravity; chains and cables; moments of inertia of plane figures, stresses and strains, tension, shearing, compression torsion, flexure, combined torsion and flexure, elastic curves, safe loads, applications to commercial forms, oblique forces, columns, continuous beams. Dynamics of material point, Impact, Virtual, Velocities, Centrifugal and Centripetal Forces, Moments of Inertia of Soils, Pendulums, Dynamics of Rigid Bodies, Work, Power, Energy, Fly-Wheels, Friction Dynamometers, Belts.

Junior Year. Spring term. Four hours per week, lectures and recitations.

Text-book: Church's "Mechanics of Engineering with Notes and Examples."

METALLURGY.

The work in this department is designed and planned to give students a thorough and systematic training in the art of all branches of Metallurgy.

With the limited time at our disposal it is impossible to give students the skill coming from long practice, but it is the aim of this department to train men to become useful immediately upon their entrance into the practice of their chosen profession. All metallurgical courses are accompanied by metallurgical problems which give the student a technical command of the subject.

1. **Assaying.**—Lectures and recitations once a week, sixteen weeks, winter and first half of spring term, and one hundred and twenty hours of laboratory work, including half an hour recitation work daily. To be preceded by Qualitative Analysis and Mineralogy.

The Fire-Assaying comprises: Assay of ores and metallurgical products of silver, gold and lead by scorification and

crucible methods; also the assay of silver bullion, base bullion, of rich silver sulphide for gold and silver, of cyanide solution for gold, of copper for silver and gold, and the assay of ores and products containing metallics.

The Assay Laboratory is equipped with the latest apparatus for assaying. There are two gasoline furnaces, one a Case Combination Gasoline Furnace. Other apparatus to be had makes it possible to carry on any sort of metallurgical experiments desired. A first-class course is offered in this subject.

Text-book: Lodge's "Notes on Assaying."

2. **Metallurgy (General).**—This course is arranged to meet the requirements of the Mining Engineer, as well as for those who are intending to specialize in Metallurgy.

The instruction covers the following:

1. Ores, their characteristics, classification and qualities.

2. Sampling of ores and products.

3. Preparation of ores, crushing and the kinds of fineness of crushing.

4. Combustion, Fuels, natural and artificial, manufacture of fuels, gas producers and apparatus.

5. Roasting of Ores and Roasting Furnaces and the Chemistry of Roasting.

6. Refractories, etc.

Especial attention is paid to pyritic smelting of copper ores in this course. To impress this work more thoroughly on the mind of the student several trips are made to the surrounding districts, where the student may see the actual practice of copper smelting. Students in this course are required to make a trip to the Tennessee Copper District, where pyritic smelting may be seen in its truest sense, as this is the best type of this sort of smelting in the world.

(a) **Fuels, Iron and Steel.**—Historical sketch. The relation of Metallurgy to Chemistry. Properties of the metals, alloys, brasses and bronzes. Thermo-treatment of metals. Fuels in the solid, liquid, and gaseous state; their occurrence and manufacture.

Refractory materials, their occurrence, properties, manufacture and uses. Furnaces, different types used for various metallurgical operations. Blowing apparatus. Hot blast stoves. Typical metallurgical processes. Sampling of ores and metallurgical products. Roasting of gold, silver, copper, lead, zinc and iron ores.

This is followed by the metallurgy of iron and steel from the ore in the mines through the various processes of the modern steel works to the commercial products viewed on every side.

Junior year. First term. Five hours per week.

Text Book: "Campbell's Iron and Steel."

(b) **Lead and Zinc.**—This course is a lecture course with short quizzes every week. The kind of ores, methods of handling and treating them in different localities, together with detail work on the smelter layout, covers this ground thoroughly. Appropriate trips will be taken during the work.

Senior year. Second term. Five hours per week.

(c) **Metallurgy of Gold.**—Occurrence of Properties. Various processes of extraction. Stamp Milling. Extraction by amalgamation. Extraction by Chlorination. Extraction by cyaniding. Arrangements of plants and typical mills. Melting and refining of gold and parting of gold and silver bullion.

(d) **Metallurgy of Silver.**—Occurrence and properties. A general discussion of various processes for the extraction from ores. The Patio process. The Washoe process. The combination process. The roasting and pan amalgamation. The Boss process. Wet processes. Refining of silver bullion. Purchasing, sampling and testing.

Senior year. Five times per week. Second term.

(e) **The Metallurgy of Copper.**—Smelting in reverberatory and blast furnaces. Pyritic matte smelting. Concentration of mattes by various processes. Wet processes of treating mattes and ores. The study and calculation of the furnace charges, and slag. Bessermerrizing. Process of refining in reverberatories and electrolytic refining.

Senior year. Second term. Five hours per week.

(f) **Nickel, Mercury, Tin, Antimony, Cadmium.**—The metallurgy of these metals is discussed only briefly.

Senior year. Fall term. Three hours a week.

The instruction comprises laboratory and recitation work as follows:

Amalgamation.

Leaching methods for the extraction of gold, silver and copper.

Roasting, oxidizing, etc.

Metallurgical calculations.

ENGINEERING AND INDUSTRIAL CHEMISTRY

The object of this study is to furnish an elementary course in Engineering and Industrial Chemistry, which may serve as the ground work for a more extended course of study, if desired. In this subject the student covers the more important chemical processes which bear directly upon the subjects of Mining and Metallurgy.

The course is divided into two parts:

(a) Inorganic Industries.

(b) Organic Industries.

Text-book: Thorp, "Outlines of Industrial Chemistry."

MINERALOGY.

1. **Mineralogy.**—The work in this class is intended as a preparation for those entering upon the studies of geology and petrography, mining and metallurgy. A knowledge of

Chemistry and Physics is necessary for a proper comprehension of the subject. The regular work consists of a course of lectures and demonstrations on crystallography at the beginning of the fall term, illustrated by lectures on the physical properties of minerals, the description of about fifty prominent Georgia minerals, practical work in the determination of these by means of the blow-pipe and the field tests.

The practical work of the class is conducted in the mineralogical and blowpipe laboratory, where are located specimens of the commonly occurring minerals. Students are taught to recognize minerals by simple field tests, such as form, color, streak, hardness, specific gravity, etc.

Freshman year. Three times per week.

Text Books: Moses and Parson's "Mineralogy and Blowpipe Analysis." Reference, Dana's "Mineralogy."

2. Blowpipe Work.—In this course only the most characteristic relations of the more commonly occurring elements are presented, namely, those which will be found necessary for the proper determination of the minerals presented in the course in Determinative Mineralogy.

In this work the student is given a series of KNOWN minerals upon which he carries out all Blowpipe tests, after which he is given UNKNOWN minerals for a like series of tests. This is supplemented by use of hand specimens, fitting the student for work in the field.

Sophomore year. Five times per week.

Text Books: Moses and Parsons' "Mineralogy, Crystallography and Blowpipe Analysis."

GEOLOGY.

The instruction in this department is adapted to the needs of the prospector, the mining engineer, and the professional geologist. Provision is also made for persons who desire a knowledge of the subject as a part of a general education.

Students have access to the Geological and Mineralogical laboratory, which contains a large number of specimens illustrative of petrography, palaeontology, economic minerals, and general geology of the United States and especially of the State of Georgia.

1. **Engineering Geology.**—This subject treats of geology as it has to do with engineering problems, such as, the character of common rocks and their use for building purposes; the structure of rocks in relation to tunneling operations, dam and reservoir foundations, landslides, etc.; the geological conditions affecting and controlling underground water supplies; the relation of soils to sewage disposal and water purification, etc. In addition to the above, historical and general geology are embodied in the subject.

Entire Junior Year. Five times per week.

Text-books: Ries and Watson "Engineering Geology."

2. **Economic Geology.**—Students are required to take part in the excursions to various mines in the neighborhood of the school.

Lectures on the origin, modes of occurrence and uses of metals and their ores; materials used in the production of light and heat; minerals used in chemical manufacture; salt, brine, mineral waters, cements, refractory materials, gems, and precious stones.

Senior year. Three times per week.

Text-book: "Economic Geology of the United States."
(H. Ries.)

MINING SECTION

1. **Elementary Mining.**—This short course is primarily to outline the principles on which the science of Mining Engineering is based, and is designated to introduce the student to fundamentals which will enable him to appreciate the application of other studies of the Freshman and Sophomore years.

Freshman year. Two times per week entire year.

2. **Advanced Mining.**—This course may be outlined as follows: Hoisting, under which will be considered motive power, ropes, gallows frames, receptacles, safety appliances and pneumatic hoisting. Haulage: a discussion of the different systems of underground and surface transportation, including aerial tramways. The drainage, ventilation and lighting of mines. Explosives: the theory of blasting, pointing and charging holes; methods of firing. Methods of breaking ground. Boring, diamond drill work, and percussion methods. Instruction is given in methods of shaft sinking, mine timbering and exploitation, hydraulic mining, mine management and employment of labor, mine examinations, sampling of ore bodies, estimation of the ore and valuation of mining properties. Also standardization of Mining Methods.

Lectures and Notes two times per week Junior year.

3. **Mine Safety and Accident Prevention.** This consists of lectures on safety organization, methods of accident prevention, industrial education, MINE RESCUE and FIRST AID TRAINING.

The training in First Aid and Mine Rescue work is carried out by engineers from the U. S. Bureau of Mines.

SHOP PRACTICE.

1. **Forge Work.**—This work begins with simple exercises in drawing, upsetting, bending, twisting, punching and welding. The work gradually becomes more difficult, such as making eye bolts, tongs, chains, etc. Tool making is then taken up by making hammers, chisels, screw-drivers, etc.

Sophomore Class. Two hundred hours.

2. **Wood Turning.**—This course consists in the use of the wood lathe in general and affords the student the opportunity of thoroughly familiarizing himself with this ma-

chine. In doing this work the students are taught to use their tools in such a manner that make the use of sandpaper unnecessary.

Required of Freshmen.

3. **Wood Work or Carpentry.**—This course is intended to familiarize the student with the use of wood working tools. The course starts out with the simplest exercises with the saw, plane, etc., and ends with difficult exercises in cabinet-making. This course is open to all students of the college.

Required of Freshmen and Sophomores.

DYNAMO AND ELECTRIC MACHINERY.

The purpose of this course is to furnish the mining student an opportunity to become familiar with the electrical equipment and machines used in connection with mining. The class work consists of lectures and recitations covering the following subjects: Electrical Laws and Facts, Armatures, Field Magnets, Operation of Armatures, Efficiency of Operation, Constant Potential Dynamos, Constant Current Dynamos, Motors, Series Motors, etc.

Text-books: Sheldon's Dynamo Electric Machinery and Croft's Practical Electricity.

Senior Year. Fall term.



NEW BARN AND SILO

COURSE OUTLINE—MINING ENGINEERING.

Freshman Class.

| Lectures and recitations: | Time in periods per week. | |
|---------------------------------------|---------------------------|--------------|
| | First Term. | Second Term. |
| Algebra (1) ----- | 5 | 1 |
| Trigonometry (2) ----- | | 5 |
| General Chemistry ----- | 5 | 5 |
| Elementary Mining ----- | 2 | 2 |
| Elementary Mineralogy ----- | 3 | 3 |
| Mechanical Drawing ----- | 5 | 5 |
| English (1) ----- | 3 | 3 |
| Gen. Chemistry Lab. Science (1) ----- | 1 | 1 |
| Lathe work ----- | 5 | 5 |

Sophomore Class.

| | | |
|---|---|---|
| Industrial Chemistry ----- | 5 | 5 |
| Analytical Geometry ----- | 5 | |
| Calculus (3) and (4) ----- | | 5 |
| English ----- | 3 | 3 |
| Qualitative Analysis ----- | 5 | 5 |
| Mineralogy and Blowpipe Advanced ----- | 5 | 5 |
| Plane Surveying ----- | | 3 |
| Lectures, Mine Surveying ----- | | 3 |
| Machine and Mill Design ----- | 2 | |
| Forging, Metal Work and Wood Work ----- | 5 | 5 |

Junior Class.

| | | |
|-----------------------------|---|---|
| Masonry Construction ----- | 5 | 5 |
| Physics ----- | 5 | 5 |
| Mechanics ----- | 3 | 3 |
| Engineering Geology ----- | 5 | 5 |
| Metallurgy ----- | 5 | 5 |
| Assaying ----- | 5 | 5 |
| Mining ----- | 3 | 3 |
| Quantitative Analysis ----- | 5 | 5 |

Senior Class.

| | | |
|------------------------------------|---|---|
| Hydraulics ----- | 5 | |
| Ore Dressing ----- | 5 | 5 |
| Economic Geology ----- | 3 | 3 |
| Metallurgy ----- | 4 | 4 |
| Metallurgy Lab. and Problems ----- | 5 | 5 |
| Electrical Eng. ----- | 4 | |
| Safety Engineering ----- | 1 | 1 |
| Astronomy ----- | | |

Thesis and Memoirs, extra.

Gas Engine and Trips extra.

MILITARY DEPARTMENT

GENERAL.

To provide army officers for any future emergency that may arise, Congress, by Acts of June 3, 1916, and June 4, 1920, authorized educational institutions throughout the United States to establish Units of the Reserve Officers' Training Corps upon compliance with certain requirements.

This Act divided the R. O. T. C. into two divisions—the Senior and Junior. Units of the Senior division were authorized at colleges and universities, while Units of the Junior division are established, as a general rule, only at preparatory and high schools.

Each Senior Unit is divided into the Basic Course and the Advance Course. The Basic Course includes all members of the R. O. T. C. who have had less than two years' military training under an army officer at a military school. The Advance Course consists of all members of the R. O. T. C. who have had two or more years' military training under an army officer at any military school. Usually only members of the Junior and Senior classes are admitted to the Advance Course. No student who is physically unfit can become a member of the R. O. T. C. Neither are students in the preparatory classes of a college eligible for membership in the Senior Division of the R. O. T. C.

This college now has a well established Unit of the Senior Division of the Reserve Officers' Training Corps. This Unit is under the direct supervision of a commissioned officer of the U. S. Army detailed to the college by the War Department. The commissioned officer is assisted in his duties by two non-commissioned officers of the army.

Approximately \$30,000 worth of arms and equipment is furnished the college by the War Department. This equipment is used for the benefit of the cadets in the many and various phases of military instruction. Equipment and uniform to the value of about \$80.00 is issued to each cadet who is a member of the R. O. T. C. Arms and equipment, but not a uniform, will be supplied other cadets. The equipment issued cadets includes:

Rifle,
Cartridge belt,
Bayonet,
Haversack,
Pack carrier,
Entrenching tool.
Uniform.

In addition to the above each cadet is allowed 200 rounds of ammunition for target practice.

In a recent conversation with the Governor of Georgia, Lieutenant-General Robert L. Bullard, United States Army, who commanded the Second Army in France, characterized the North Georgia Agricultural College as ONE OF THE TWO FINEST MILITARY SCHOOLS IN THE WORLD.

COURSES OF INSTRUCTION.

The following subjects are taken up during the years indicated and the specified number of hours of instruction devoted to each:

Freshman Year.

| | Theoretical | Practical |
|--|-------------|-----------|
| Organization and Administration of a Company_ | 1 | 1 |
| Military Hygiene, First Aid and Sanitation---- | 3 | 3 |
| Military Courtesy and Customs of the Service-- | 1 | 1 |
| Interior Guard Duty ----- | 1 | 2 |
| Physical Training ----- | 2 | 20 |
| Infantry Drill Regulations ----- | 8 | 75 |
| Ceremonies ----- | 7 | 18 |
| The Infantry Pack ----- | 1 | 2 |
| The Rifle—Target Practice ----- | 3 | 12 |
| The Bayonet ----- | 1 | 2 |
| Patrolling and Scouting ----- | 2 | 6 |
| Signal Communications ----- | 1 | 0 |
| Messages and Reports ----- | 3 | 2 |
| Hand Grenades ----- | 0 | 2 |
| | <hr/> | <hr/> |
| Total ----- | 34 | 146 |

Sophomore Year.

| | Theoretical | Practical |
|--|-------------|-----------|
| Map Reading ----- | 12 | 12 |
| Military Sketching ----- | 12 | 33 |
| Physical Training ----- | 2 | 20 |
| Infantry Drill Regulations—Leadership----- | 2 | 0 |
| Infantry Drill Regulations—Close and Extended Order ----- | 7 | 17 |
| Combat of Small Units ----- | 2 | 0 |
| The Rifle—Target Practice ----- | 1 | 16 |
| The Automatic Rifle ----- | 3 | 13 |
| Minor Tactics—Advance Guards, Outposts, etc._ | 12 | 25 |
| Ceremonies ----- | 0 | 12 |
| Infantry Pack ----- | 0 | 2 |
| Hand Grenades ----- | 0 | 3 |
| | <hr/> | <hr/> |
| Total ----- | 53 | 153 |

Junior Year.

| | Theoretical | Practical |
|--|-------------|-----------|
| Elements of Field Engineering ----- | 12 | 50 |
| Physical Training ----- | 0 | 20 |
| Infantry Drill Regulations ----- | 0 | 24 |
| The Pistol ----- | 1 | 4 |
| The Rifle—Target Practice ----- | 0 | 14 |
| Minor Tactics—Attack, Counter Attack, De- fense, etc. ----- | 8 | 38 |
| Ceremonies ----- | 0 | 12 |
| Infantry Pack ----- | 0 | 3 |
| | <hr/> | <hr/> |
| Total ----- | 21 | 165 |

Senior Year.

| | Theoretical | Practical |
|--|-------------|-----------|
| Military Law ----- | 12 | 0 |
| Military History and Policy of the United States_ | 10 | 0 |
| Rules of Land Warfare ----- | 3 | 0 |
| Minor Tactics—Attack, Defense, Outposts, Field Orders ----- | 10 | 60 |
| Musketry—Location of Targets, Auxiliary Aim- ing Points, etc. ----- | 6 | 14 |
| Drills and Tactical Exercises ----- | 0 | 28 |
| As Instructors for Basic Course ----- | 0 | 25 |
| Ceremonies ----- | 0 | 12 |
| | <hr/> | <hr/> |
| Total ----- | 41 | 139 |

PECUNIARY ADVANTAGES OF BELONGING TO THE R. O. T. C.

The War Department supplies each member of the R. O. T. C. at this institution one complete uniform consisting of:

Cap,
Coat, woolen,
Shirt, woolen,
Waist Belt, web,

Breeches, woolen,
Leggins.

The articles specified above, if purchased by contract from a military supply house, would cost approximately forty dollars.

The student has the privilege of purchasing extra articles of the uniform from the government at cost price.

The uniform does not at anytime become the property of the student, but must be turned in at the end of the school year or when otherwise separated from college. If the cadet returns to college the following year, the same uniform will be issued him for use as a secondary uniform, a new one being furnished for dress occasions.

To protect the college from loss of the uniform and equipment a deposit of \$25.00 is required from each student on entering college. This deposit, less any amount necessary to cover loss or damage to government property while in possession of the cadet, is refunded when the uniform and equipment are turned in to the proper authorities.

In addition to the free issue of the uniform to all members of the R. O. T. C., members of the Advance Course are paid by the government as ration money the sum of 53 cents per day. This amount is paid only for two successive years, and includes the summer months between the first and second years of the Advance Course. From this source the sum of about \$340 will be received by each student completing the work of the Advance Course.

BENEFITS OF THE R. O. T. C. TO THE GOVERNMENT.

The government in granting certain pecuniary allowances to members of the R. O. T. C. does not do so through motives of charity, but from the viewpoint of national defense. When war was suddenly declared in April, 1917, there were less than 9,000 regular army officers. In addition to this number there existed the officers of the National Guard, or Militia. The selective service law having been passed, the government was confronted with the necessity of providing officers for about 4,000,000 men, approximately 200,000 offi-

cers. If we were to be victorious the question of time in educating civilians to become officers was an important element. The Officers' Training Camps was the scheme decided upon as the one most likely to produce the quickest results. Only three months time was available in which to educate and train the first officers. The War Department realized that this time was entirely inadequate, but nothing better could be devised.

In order that our national existence may not be imperiled again by lack of officers the War Department is now devoting every attention to the development of the R. O. T. C. as established at various institutions throughout the country. The United States must have a large number of Reserve Officers and we are producing our quota at this institution.

It may be asked why we need these officers. In the first place we need them because no army can exist without officers. In the second place we need them because in warfare every individual soldier is entitled to the best leadership that it is possible to obtain.

Every mother's son in America is liable to be called to the colors in a time of national peril. If, through lack of proper leadership, he loses his life then some one is responsible. Every soldier should be given a sporting chance for his life, at least, when on the field of battle. Hence the necessity for officers educated and trained in every phase of modern warfare.

On December 19, 1919, there were enrolled in the R. O. T. C. at various institutions throughout the United States 116,365 cadets. On duty as instructors at that date were 392 army officers and 900 enlisted men of the army. It is, therefore, apparent that the War Department is doing all things possible to provide future officers and to prevent a recurrence of the situation as it existed in April, 1917.

BENEFITS OF THE R. O. T. C. TO ITS MEMBERS.

Among those who do not understand, we hear a great deal about military training destroying initiative and making the soldier a mere machine. This was, to a large extent,

true of the German army and was one of the causes of its defeat. In our system of military training the initiative of individuals is encouraged in every way possible. In the dense forest of the Argonne the initiative of the individual American soldier was one of the primary causes of our advance. Sergeant Alvin York could never have gotten away from, much less captured, the large number of Germans that surrounded him and his little party had he not exercised initiative to the fullest extent. This is only one of hundreds of similar instances in which the individual American soldier, when out of touch with his officers, used his brain in close quarters.

The direct advantages of military training in the R. O. T. C. to any individual may be summed up as follows:

(a) Discipline as a leader which is of value in any life work.

(b) Training in team play and in methods of securing organized action by a group.

(c) Assurance of service as an officer in a period of national emergency.

(d) Physical training that will make him fit to pursue his civil career as well as to perform his military duties.

(e) Preparation for national service, thereby fulfilling his patriotic duty.

(f) Opportunity to qualify for a lieutenant's commission in the Officers' Reserve Corps without interfering with training for civil life.

(g) Opportunity to attend summer camps without expense. These camps are both beneficial and helpful in character building.

(h) TRAINING WHICH DEVELOPS NEATNESS, MENTAL ALERTNESS, RESPECT FOR AUTHORITY, LEADERSHIP, SELF-RELIANCE, CONFIDENCE, COURTESY AND A KEEN SENSE OF DUTY.

An important element that we are trying to inculcate in the moral and mental make-up of our students here is the quality of GRIT. Not that they would prove cowardly in

battle necessarily, but some in the beginning of their military life have exhibited a tendency to throw up the sponge upon the administration of a rebuke or criticism. The average American youth has an exaggerated opinion of his independence. He forgets that the conventions and customs of society limit the independence of each individual. By the discipline and requirements of military life he is made to realize that, in many cases, his own opinion of personal liberty must be subordinated to law and to authority. Military life teaches the individual to weigh and judge between unlimited personal liberty and the necessary restrictions imposed by the conventions of society or by the application of law and authority in its many and various phases. In most cases, after one year of military life, we note on the part of the student an absence of a tendency to quit when rebuked or criticised and a more cheerful submission to constituted authority.

On entering college all young men are in the formative stage of life, physically, morally and mentally. The majority are not ready for the rough edges of life. At this institution we are trying constantly with all the energies at our command to instill into the very souls of our students that indomitable spirit that enables one to get out of self, to keep one's eyes fixed upon the goal rather than upon the roughness of the path, to realize that one unable to rise above the hard knocks of discipline can not hope to face with equanimity the tremendous responsibilities of the officer under modern conditions of warfare. Neither can he hope to face the severe trials of civil life in this great age of strenuous endeavor and keen competition.

In the beginning strict obedience to the requirements of military discipline may "hurt the feelings" of a student, but eventually it will make him a MAN.

ROLL 1920-1921

| Name | Class | County | State | Vocation | Residence |
|------------------------|-------|------------|-------|-------------------------|-----------|
| Aaron, F. J. ....2 | | Fannin | Ga. | Pastor | Town |
| Aimar, B. R. ....A | | Charleston | S. C. | Druggist | City |
| Anderson, H. R....A | | Walton | Ga. | Farmer | Country |
| Ash, A. S. ....A | | Walton | Ga. | Contractor | Town |
| Bailey, O. J.....A | | Duval | Fla. | ..... | City |
| Baker, J. B.....1 | | Murray | Ga. | Sawmilling | Country |
| Barrett, L. A.....A | | Campbell | Ga. | Pres. Farmers' Union | Town |
| Barrett, R. E.....1 | | Pike | Ga. | Farmer | Town |
| Barrett, Sam. ....1 | | Pike | Ga. | Farmer | Town |
| Bell, J. T.....1 | | Spalding | Ga. | Farmer | Country |
| Bennett, G. D.....1 | | Murray | Ga. | Farmer | Country |
| Berry, W. H.....1 | | Fulton | Ga. | R. R. Employee | Country |
| Bishop, J. E.....1 | | Clarke | Ga. | Salesman | City |
| Bishop, W. E.....A | | Clarke | Ga. | Supt. | City |
| Blackwell, W. A....1 | | Lincoln | Ga. | Merchant | Town |
| Blake, T. B.....A | | Dade | Ga. | Miner | Town |
| Bonitz, B. F.....1 | | Jefferson | Ala. | Plumber | City |
| Bramblett, C. D....1 | | Pike | Ga. | Doctor | Town |
| Brantley, R. B....A | | Fulton | Ga. | Farmer | Country |
| Brock, J. M.....Sp. | | Jackson | Ga. | ..... | Town |
| Brooksher, J. R....A | | Lumpkin | Ga. | Merchant | Town |
| Brooksher, R. E....1 | | Lumpkin | Ga. | Merchant | Town |
| Brown, A. B.....A | | Floyd | Ga. | Farmer | Country |
| Brown, T. D.....1 | | Stevens | Ga. | Merchant | Town |
| Bunn, Albert .....2 | | Monroe | Ga. | Farmer | Town |
| Burnett, R. C....Sp. | | Fulton | Ga. | Mfet'r | City |
| Calhoun, W. A. Jr..1 | | Polk | Ga. | ..... | Town |
| Calloway, P. D....1 | | Henry | Ga. | Farmer | Country |
| Carter, T. M. A....1 | | Pike | Ga. | Farmer | Country |
| Caruthers, R. S....A | | Bullock | Ga. | Farmer | Town |
| Chapman, J. W....A | | Marion | Ga. | Merchant | Town |
| Chastine, E. W....A | | Dawson | Ga. | Farmer | Country |
| Cheatham, J. B....1 | | Jackson | Ga. | Farmer | Town |
| Clark, W. B.....3 | | Fulton | Ga. | Doctor | City |
| Clement, H. ....1 | | DeKalb | Ga. | Real Estate | City |
| Christopher, S. H...4 | | Coffee | Ga. | ..... | Town |
| Christopher, W. O..1 | | Coffee | Ga. | ..... | Town |
| Cole, K. O.....A | | Coweta | Ga. | Merchant | Town |
| Cole, V. H.....1 | | Butts | Ga. | Salesman | Town |
| Connell, L. C. ....Sp. | | Spalding | Ga. | Mfet'r | Town |
| Cook, K. M.....A | | Clarke | Ga. | Salesman | City |
| Cox, W. H.....1 | | Hall | Ga. | Contractor | City |
| Culbertson, W. P...A | | Floyd | Ga. | Druggist | Town |
| Dasher, S. J.....1 | | Bibb | Ga. | ..... | City |
| Davis, Kate .....1 | | Lumpkin | Ga. | Farmer | Town |
| Davis, Myrtle .....1 | | Lumpkin | Ga. | Farmer | Town |
| Davis, J. W.....1 | | DeKalb | Ga. | Foreman | Town |

| Name | Class | County | State | Vocation | Residence |
|------------------------------|-------|-------------------|-------|----------------|-----------|
| Dean, E. M. ....1 | | Gwinnett | Ga. | Railroad | Town |
| Dickson, R. M. ...4 | | Oconee | S. C. | Farmer | Country |
| Dorsey, W. H. ....2 | | Spalding | Ga. | Doctor | Town |
| DuBose, B. P. ....1 | | Early | Ga. | Lawyer | Town |
| Dunwoody, R. R. ....1 | | Bibb | Ga. | Editor | City |
| Earle, Sam .....4 | | Hart | Ga. | Farmer | Country |
| Erwin, F. J. ....2 | | Union | Ga. | Doctor | Town |
| Edwards, E. W. ....1 | | Gilmer | Ga. | Doctor | Town |
| Evans, I. B. ....2 | | Milton | Ga. | Farmer | Town |
| Finley, J. ....1 | | Fulton | Ga. | Guardian | City |
| Fitts, Fred. ....Sp. | | Lumpkin | Ga. | Farmer | Town |
| Floyd, M. B. ....1 | | Troup | Ga. | Farmer | Country |
| Fowler, T. B. ....2 | | Meriwether | Ga. | Farmer | Town |
| Futral, W. C. ....2 | | Spalding | Ga. | Farmer | Country |
| Gaston, W. F. ....1 | | Polk | Ga. | Merchant | Country |
| Gibbons, H. L. ....1 | | Jefferson | Ala. | Loan Bus. | City |
| Givhan, W. C. ....3 | | Dallas | Ala. | Farmer | Country |
| Hall, S. V. ....A | | Floyd | Ga. | Farmer | Country |
| Hansard, W. C. ....A | | Forsyth | Ga. | Farmer | Country |
| Hardin, P. H. ....Sp. | | Hall | Ga. | Cot. Broker | Town |
| Harrison, R. L. ....2 | | Pickens | Ga. | Engineer | Town |
| Hartley, M. P. ....1 | | Wheeler | Ga. | Merchant | Town |
| Hatcher, J. A. ....1 | | Anderson | S. C. | Merchant | Town |
| Hatcher, L. E. ....A | | Wayne | Ga. | Farmer | Country |
| Hawkins, W. B. ....1 | | Bartow | Ga. | Merchant | Town |
| Heslop, R. C. ....2 | | Isthmus of Panama | | Govt. Employee | City |
| Hickson, E. W. ....1 | | Burke | Ga. | Farmer | Town |
| Hickson, H. L. ....1 | | Burke | Ga. | Farmer | Town |
| Hill, G. P. ....1 | | Barrow | Ga. | Co. Official | Town |
| Hollingsworth, V. F. ....Sp. | | Fulton | Ga. | Insurance | City |
| Hollis, H. T. ....1 | | Hillsboro | Fla. | Doctor | Town |
| Hopkins, M. P. ....A | | Pickens | Ga. | Teacher | Town |
| Humber, C. I. ....A | | Putnam | Ga. | Farmer | Country |
| Irwin, C. E. ....Sp. | | Calhoun | Ala. | Merchant | Town |
| Jackson, Idessa ...3 | | Lumpkin | Ga. | Cashier | Town |
| Jackson, K. F. ....A | | Lumpkin | Ga. | Cashier | Town |
| Jackson, R. R. ....1 | | Bartow | Ga. | Merchant | Town |
| Jackson, W. C. ....A | | Volusia | Fla. | Naval Stores | Town |
| Jenkins, W. A. Jr. ...A | | Lowndes | Ga. | Merchant | City |
| Jones, Aline ....A | | Lumpkin | Ga. | Merchant | Town |
| Jones, Bessie ....A | | Lumpkin | Ga. | Merchant | Town |
| Jones, Wanda ....1 | | Lumpkin | Ga. | Merchant | Town |
| Jowers, S. D. ....2 | | Irwin | Ga. | Farmer | Town |
| Koerber, P. F. ....A | | Duval | Fla. | Broker | City |
| Laws, C. D. ....3 | | Hall | Ga. | Farmer | Town |
| Lee, J. R. ....1 | | Chatham | Ga. | Merchant | City |
| Lilly, J. W. ....A | | Lumpkin | Ga. | Lawyer | Town |
| Lilly, O. J. Jr. ....2 | | Lumpkin | Ga. | Lawyer | Town |
| Lovelace, H. E. ....4 | | Lumpkin | Ga. | Miner | Town |
| Lumpkin, F. C. ....2 | | Heard | Ga. | Farmer | Town |
| Lunsford, Leota ...3 | | Lumpkin | Ga. | Teacher | Town |
| Lunsford, Willie ..A | | Lumpkin | Ga. | Teacher | Town |

| Name | Class | County | State | Vocation | Residence |
|----------------------|-------|-----------|-------|-----------------|-----------|
| McCutcheon, C. C... | 2 | Heard | Ga. | State Official | Town |
| McDaniel, J. A.... | 1 | Wheeler | Ga. | Farmer | Country |
| McDonald, C. T.... | 1 | Lumpkin | Ga. | Painter | Town |
| McDowell, M. H...Sp. | | Effingham | Ga. | Tel. Operator | Town |
| McGee, J. E.....Sp. | | Lumpkin | Ga. | Merchant | Town |
| McGinnis, M. L.... | 1 | Floyd | Ga. | Merchant | Town |
| McLennon, C. F...A | | Wheeler | Ga. | Farmer | Town |
| McLeRoy, H. L. ... | 1 | Clarke | Ga. | Farmer | City |
| McWilliams, H. E...1 | | Fulton | Ga. | Lawyer | Town |
| Malcolm, O. H....A | | Walton | Ga. | ..... | Town |
| Malone, R. B.....1 | | Jefferson | Ala. | Broker | City |
| Martin, C. H. Jr...A | | Hall | Ga. | County Official | Town |
| Meaders, G. E.....2 | | Lumpkin | Ga. | Postmaster | Town |
| Milholland, J.....A | | Bartow | Ga. | Salesman | Town |
| Mitchell, J. W....A | | Walton | Ga. | Farmer | Town |
| Moore, H. W. ....1 | | Lumpkin | Ga. | Merchant | Town |
| Moore, T. A. Jr....1 | | Calhoun | Ala. | Printer | City |
| Morris, E. T. Jr...1 | | Berrien | Ga. | Farmer | Town |
| Moss, J. L.....A | | Pickens | Ga. | Clerk | Town |
| Nicholson, C. ....3 | | Rabun | Ga. | Farmér | Town |
| Norris, P. H.....1 | | Mitchell | Ga. | Milliner | Town |
| Owens, J. H. Jr...1 | | Burke | Ga. | ..... | Town |
| Owens, W. J.....Sp. | | Wilcox | Ga. | Merchant | Town |
| Owens, W. D. Jr...A | | Duval | Fla. | Restaurantier | City |
| Paris, L. M.....A | | Milton | Ga. | Farmer | Country |
| Paris, L. S.....A | | Milton | Ga. | Farmer | Country |
| Pendley, C. E.....A | | Clarke | Ga. | Doctor | Town |
| Penniston, T. J....2 | | Coweta | Ga. | Doctor | City |
| Peyton, C. F. ....A | | Habersham | Ga. | Farmer | Town |
| Phillips, S. F.....1 | | Spalding | Ga. | Doctor | Country |
| Pitman, H. M.....1 | | Coweta | Ga. | Farmer | Town |
| Pound, J. H.....2 | | Spalding | Ga. | Salesman | City |
| Powell, E. C.....A | | Chattooga | Ga. | Agent | Town |
| Quinn, H. G.....1 | | Butts | Ga. | Textile Eng. | Town |
| Reid, I. S.....1 | | Hart | Ga. | Farmer | Country |
| Ridgway, S. J.....A | | Franklin | Ga. | Farmer | Country |
| Rogers, R. T.....1 | | Madison | Ga. | Farmer | Country |
| Roy, D. B.....2 | | Rodman | Fla. | Contractor | Town |
| Ruge, A. C.....2 |  | ..... | Pa. | Teacher | City |
| Ruge, F. E.....4 |  | ..... | Pa. | Teacher | City |
| Rylee, C. H.....A | | Hall | Ga. | Broker | Town |
| Samuels, M. A. ...2 | | Chatham | Ga. | Milliner | City |
| Sharp, S. E.....1 | | Fulton | Ga. | Farmer | City |
| Sheldon, E. E.....A | | Pickens | S. C. | Doctor | Town |
| Shirley, F. E.....A | | Milton | Ga. | Farmer | Country |
| Slade, W. M. ....1 | | Pike | Ga. | Merchant | Town |
| Snoots, S. W. ....1 | | Chattooga | Ga. | Farmer | Country |
| Stapler, J. A.....A | | Greene | Ga. | Doctor | Town |
| Starling, A. W.....1 | | Berrien | Ga. | Mechanic | Town |
| Steele, T. E.....1 | | Monroe | Ga. | Doctor | Town |
| Stephens, F. H....2 | | Heard | Ga. | Farmer | Town |
| Strickland, R.....2 | | Walker | Ga. | Farmer | Country |
| Sullivan, L. A.....1 | | Chatham | Ga. | R. R. Conductor | City |
| Tankersley, M. H...A | | Gilmer | Ga. | Merchant | Town |

| Name | Class | County | State | Vocation | Residence |
|-----------------------|-------|-----------|-------|---------------|-----------|
| Thornton, D. B....1 | | Haralson | Ga. | Salesman | Town |
| Turner, J. L.....A | | Clayton | Ga. | Farmer | Country |
| Walker, J. R. Jr...A | | Lowndes | Ga. | Lawyer | Town |
| Walker, J. R.....2 | | Milton | Ga. | Lawyer | Town |
| Wallace, S. D.....2 | | Spalding | Ga. | Farmer | Country |
| Waters, Edith ....A | | Lumpkin | Ga. | ..... | Town |
| Watson, Grace ....A | | Lumpkin | Ga. | Baker | Town |
| Welchel, W. W....2 | | Jackson | Ga. | Farmer | Town |
| White, Coley .....4 | | Clayton | Ga. | ..... | Country |
| Wiley, J. E.....A | | Bibb | Ga. | Cotton Broker | City |
| Williams, J. C.....1 | | Chattooga | Ga. | Farmer | Town |
| Williamson, Dan...1 | | Polk | Ga. | Farmer | Town |
| Williamson, R. R...1 | | Polk | Ga. | Farmer | Town |
| Wilson, C. C. Jr...2 | | Anderson | S. C. | Merchant | Town |
| Wilson, H. B.....3 | | Heard | Ga. | Farmer | Country |
| Wilson, S. T. Jr....3 | | Marion | Ga. | Jeweler | Town |
| Wingfield, W. W....1 | | Clarke | Ga. | Merchant | Town |
| Wrye, W. W.....3 | | Wheeler | Ga. | Machinist | Town |

SUMMARY

| | |
|------------------------------------|-----|
| States Represented | 6 |
| Georgia Counties Represented | 59 |
| Farmers' Children | 55 |
| Lawyers' Children | 6 |
| Teachers' Children | 3 |
| Merchants' Children | 27 |
| Doctors' Children | 12 |
| Male Students | 161 |
| Female Students | 10 |
| <hr/> | |
| Total Enrollment | 172 |

GEORGIA COUNTIES REPRESENTED.

| | | | | | |
|-----------------|---|-----------------|----|------------------|---|
| Barrow | 1 | Floyd | 4 | Meriwether | 1 |
| Bartow | 3 | Forsyth | 1 | Milton | 5 |
| Berrien | 2 | Franklin | 1 | Mitchell | 1 |
| Bibb | 3 | Fulton | 8 | Monroe | 2 |
| Bullock | 1 | Gilmer | 2 | Murray | 2 |
| Burke | 3 | Greene | 1 | Pickens | 4 |
| Butts | 2 | Gwinnett | 1 | Pike | 5 |
| Campbell | 1 | Habersham | 1 | Polk | 4 |
| Chatham | 3 | Hall | 5 | Putnam | 1 |
| Chattooga | 3 | Haralson | 1 | Rabun | 1 |
| Clarke | 6 | Hart | 2 | Spalding | 7 |
| Clayton | 2 | Heard | 4 | Stephens | 1 |
| Coffee | 2 | Henry | 1 | Troup | 1 |
| Coweta | 3 | Irwin | 1 | Union | 1 |
| Dade | 1 | Jackson | 3 | Walker | 1 |
| Dawson | 1 | Lincoln | 1 | Walton | 3 |
| DeKalb | 2 | Lowndes | 2 | Wayne | 1 |
| Early | 1 | Lumpkin | 21 | Wheeler | 4 |
| Effingham | 1 | Madison | 1 | Wilcox | 1 |
| Fannin | 1 | Marion | 2 | | |

GRADUATES OF THE N. G. A. COLLEGE

GRADUATES OF THE N. G. A. COLLEGE

| Name | Present Address | Occupation. | Year In College | Residence when In College | Grad. | Remarks |
|---------------------------------------|-----------------------|----------------------------|-----------------|---------------------------|-------|--|
| Bates, M. G. | Atlanta, Texas | Teacher | 1875-1878 | Murray Co. | 1878 | Was Supt. of Schools At Ft. Worth |
| Coffee, R. N. | Texas | Lawyer | 1875-1878 | Gordon Co. | 1878 | |
| Collier, G. W. | Atlanta, Ga. | Merchant | 1875-1878 | Fulton Co. | 1878 | |
| Crusselle, W. F. | Atlanta, Ga. | Journalist | 1875-1878 | Fulton Co. | 1878 | Prof. in N. G. A. several years with Constitution |
| *Earl, E. B. .... | ..... | Teacher | 1875-1878 | Floyd Co. | 1878 | |
| *Gray, J. R. | Atlanta, Ga. | Journalist | 1876-1878 | Bartow Co. | 1878 | Editor of Atlanta Journal |
| *Harris, W. D. | Fort Worth, Tex. | Lawyer | 1875-1878 | Murray Co. | 1878 | Judge |
| *Lewis, Miss Wille (Mrs. Littlefield) | ..... | ..... | 1878-1878 | Lumpkin Co. | 1878 | |
| *Starr, O. N. | Calhoun, Ga. | Lawyer | 1875-1878 | Gordon Co. | 1878 | State Senator |
| *Starr, Trammell .. | Calhoun, Ga. | Lawyer | 1875-1878 | Gordon Co. | 1878 | Senator |
| *Abernathy, J. H. .... | ..... | Teacher and Merchant | 1878-1879 | ..... | 1879 | |
| Henley, J. W. | Atlanta, Ga. | Lawyer | 1875-1879 | Murray Co. | 1879 | Assistant U. S. Dis. Attorney former C. S. C., Pickens Co. |
| Chapman, Miss Lizzie. | Cuba, Ga. | Teacher | 1874-1879 | Lumpkin Co. | 1879 | |
| Galliard, J. J. | Macon, Ga. | Civil Eng. | 1878-1880 | Spalding Co. | 1889 | Chief Engineer G. S. & F. R. R. & M. & A. Interurban Line |
| Lewis, Mary R. (Mrs. W. F. Crusselle) | Atlanta, Ga. .... | ..... | 1878-1878 | Lumpkin Co. | 1880 | |
| Wilson, H. E. | Savannah, Ga. | Lawyer | 1877-1880 | Effingham Co. .... | ..... |  |
| Wilson, W. S. | Savannah, Ga. | Physician | 1877-1880 | Effingham Co. | 1880 | Prof. in N. G. A. C. |
| Watt, C. E. | Coweta, Ga. | Farmer | 1877-1881 | Forrest, Ala. .... | ..... |  |
| Power, C. G. | Hartwell, Ga. | Teacher | 1878-1881 | Cobb Co. | 1881 | Supt. of Public Schools |
| Davis, Sallie G. .... | ..... | ..... | 1878-1881 | Lumpkin Co. | 1881 | |

| | | | | | |
|--|----------------------------|-----------|-----------------------------|------|---|
| McDaniel, Miss F. . . (Mrs. Tysinger) | Tallapoosa, Ga. . . | 1880-1881 | Carroll Co. . . | 1881 | Former Mayor of Dawsonville, Ga. |
| Howard, Mrs. J. N. . . | Easley, S. C. . . | 1873-1881 | Lumpkin Co. . . | 1881 | |
| Henderson, Calvin . . | Ark | 1880-1882 | Paulding Co. . . | 1882 | |
| Stow, M. N. | Jesup, Ga. | 1876-1882 | Lumpkin Co. . . | 1882 | |
| Peebles, L. C. | Dawson, Ga. | 1880-1882 | Terrell Co. | 1882 | State Senator Journalist; Judge Advocate Gen. and Orator; Gr'nd Mas. Ga. Masons |
| Mann, W. E. | Ringgold, Ga. | 1880-1882 | Floyd Co. | 1882 | |
| Napier, G. M. | Decatur, Ga. | 1880-1882 | Walker Co. | 1882 | |
| *Chapman, F. T. . . . | | 1874-1883 | Lumpkin Co. | 1883 | Once Member House of Representative. City Treasurer |
| *Ficks, N. A. | | 1880-1883 | Franklin Co. | 1883 | |
| Jones, W. F. | Elberton, Ga. | 1881-1883 | Troup Co. | 1883 | Was Prof. in Young Harris and N. G. A. Colleges, also State Senator. Ed. Cedartown Standard and Pres. Ga. Weekly Press Asso., Grand Master T. O. F. of Ga. State Senator |
| Key, W. H. | Alabama | 1880-1883 | Banks Co. | 1883 | |
| Stanton, M. W. | El Paso, Texas | 1881-1883 | Gordon Co. | 1883 | |
| Wills, G. T. | | 1880-1883 | Jackson Co. | 1883 | |
| Boyd, J. W. | Atlanta, Ga. | 1880-1884 | Dahlonega, Ga. | 1884 | |
| Coleman E. W. | Canton, Ga. | 1880-1884 | Talking Rock, Ga. | 1884 | Dentist Pastor Presbyterian Church Athens, Ga. |
| Coleman, W. S. | Atlanta, Ga. | 1880-1884 | Talking Rock, Ga. | 1884 | |
| Martin, W. C. | Dalton, Ga. | 1881-1884 | Spring Place, Ga. | 1884 | |
| Wardlaw, J. A. | Chattanooga, Tenn. | 1882-1884 | Chattanooga, Tenn. | 1884 | |
| Wills, A. J. | Rome, Ga. | 1880-1884 | Chattanooga, Tenn. | 1884 | Pastor Presbyterian Church Athens, Ga. |
| *Wills, Miss Massie . . | | 1880-1884 | Jefferson Co. | 1884 | |
| (Mrs. John Ross) | | | | | |
| Cavendar, J. M. | Chattanooga, Tenn. | 1883-1885 | Ringgold, Ga. | 1885 | |
| Crusselle, G. W. | | 1884-1885 | Atlanta, Ga. | 1885 | |
| Lively, M. L. | Atlanta, Ga. | 1882-1885 | Norcross, Ga. | 1885 | |
| Cartledge, S. J. | Athens, Ga. | 1884-1885 | Bold Springs, Ga. | 1886 | |
| *Canning, N. G. | | 1883-1886 | Flowery Branch, Ga. | 1886 | |

GRADUATES OF THE N. G. A. COLLEGE

| Name | Present Address | Occupation | Year in College | Residence When in College | Grad. | Remarks. |
|---|--------------------|---------------------------|-----------------|---------------------------|-------|--|
| Cato, E. T..... | ..... | Teacher | 1888-1886 | Glenville, Ala. | 1886 | |
| Cato, J. C..... | ..... | ..... | 1888-1886 | Glenville, Ala. | 1886 | |
| Fisher, L. O..... | Ozark, Ala. | Lawyer | 1881-1886 | Alpharetta, Ga. | 1886 | |
| Standard, C. T..... | ..... | ..... | 1882-1886 | Marietta, Ga. | 1886 | R. R. Employee C. R. R. |
| Stribbling, J. P. ... | Westminster, S. C. | Farmer | 1888-1886 | Richland, S. C. | 1886 | Vice Pres. Bank |
| Craig, D. S..... | Atlanta, Ga. | Lawyer | 1886-1887 | Walhalla, S. C. | 1887 | |
| Nesbit, K. A..... | Fairburn, Ga. | Law & Journ't. | 1882-1887 | Fairburn, Ga. | 1887 | |
| Phillips, E. L..... | Griffin, Ga. | Farmer | 1884-1887 | Griffin, Ga. | 1887 | |
| Phillips, J. H..... | Kirkwood, Ga. | Physician | 1884-1887 | Griffin, Ga. | 1887 | |
| Fletcher, H. M. | Birmingham, Ala. | Lawyer | 1884-1888 | Jackson, Ga. | 1888 | Former Mayor of Jackson Ga., Judge, Senator. |
| *Morris, J. H. .... | ..... | Teacher | 1884-1888 | Griffin, Ga. | 1888 | |
| Sheldon, W. A..... | Liberty, S. C. | Physician | 1886-1888 | Westminster, S. C. | 1888 | |
| Swanson, W. T..... | Young Harris | Organizer Farmers' Union. | 1888 | Dahlonega, Ga. | 1888 | |
| Woodward, J. C. ... | College Park, Ga. | Teacher | 1884-1888 | Jackson, Ga. | 1888 | Pres. Ga. Military Acad., Lt. Col. Gov. staff. De-gree A. M. |
| Mincy, W. H..... | Woodstock, Ga. | Teacher | 1884-1889 | Two Run, Ga. | 1889 | |
| Shelton, W. H. | Athens, Ga. | Broker | 1885-1889 | Jay, Ga. | 1889 | Lt. U. S. V. Spanish-American War. |
| Stribling, T. M. | Cedartown, Ga. | Preacher | 1886-1889 | Richland, S. C. | 1889 | Belongs to Synod of Ga. |
| Almand, E. H..... | Conyers, Ga. | Merchant | 1886-1889 | Conyers, Ga. | 1889 | Maj. U. S. A. V. Spanish-American War. |
| *Chamblee, W. R. ... | ..... | Lawyer | 1888-1890 | Pendergrass, Ga. | 1890 | Lt. U. S. Spanish-American War. |
| Vickery, E. B..... | Dahlonega, Ga. | Teacher | 1887-1890 | Hartwell, Ga. | 1890 | Prof. in N. G. A. C. since 1890. |
| Basinger, Miss M. L. (Mrs. E. P. Lawton) | ..... | ..... | ..... | Dahlonega | 1891 | |

| | | | | | |
|-------------------------|------------------------------|-----------|-----------------------|------|---|
| Gilbert, T. H. | Preacher | 1886-1891 | Pendergrass, Ga. | 1891 | Minister Tex. Con. M. E. Church |
| Almand, J. M. | Merchant | 1887-1891 | Conyers, Ga. | 1891 | |
| *Carmichael, H. B. | Physician | 1887-1891 | Jackson, Ga. | 1891 | |
| Clark, J. B. | Physician | 1887-1891 | Eastman, Ga. | 1891 | |
| Head, H. | Physician | 1887-1891 | Dahlonga, Ga. | 1891 | Druggist |
| Harris, B. C. | Merchant | 1887-1891 | Dahlonga, Ga. | 1891 | |
| McMurray, R. A. | Merchant | 1887-1891 | Gainesville, Ga. | 1891 | |
| Meaders, A. W. | Farmer | 1887-1891 | Gainesville, Ga. | 1891 | Legislator |
| Phillips, T. J. | Physician | 1887-1891 | Griffin, Ga. | 1891 | |
| Dendy, W. E. | Teacher | 1887-1891 | Richmond, Ga. | 1891 | Registrar and Asst. Pres. Oglethorpe University |
| Fouche, J. S. | Lawyer | 1887-1891 | Rome, Ga. | 1891 | J'ge City C't Rome, Ga. |
| Whelchel, Miss Louise | Teacher | 1887-1891 | Dahlonga, Ga. | 1891 | |
| Worley, Miss Anna L. | | 1887-1891 | Dahlonga, Ga. | 1891 | Once Librarian N. G. A. College |
| *Cobb, W. H. | Teacher | 1889-1892 | Mt. Airy, Ga. | 1892 | State Senator, Co. Sch'l Comm'r Franklin Co. |
| Allen, J. P. B. | Teacher | 1887-1892 | Dahlonga, Ga. | 1892 | |
| Ryals, Jas. W. | Merchant | 1889-1892 | Savannah, Ga. | 1892 | |
| Wood, Geo. B. | Merchant | 1888-1892 | Dawsonville, Ga. | 1892 | Doctor |
| Johnson, Miss Emily. | | 1891-1892 | Marietta, Ga. | 1892 | |
| McMullan, W. B. | Farmer | 1889-1893 | Hartwell, Ga. | 1893 | |
| Pitner, J. M. | Lawyer | 1889-1893 | Two Run, Ga. | 1894 | Wilkes Co. fo m'r C. S. C. |
| Steele, W. H. | Doctor | 1889-1893 | Stewart, S. C. | 1894 | |
| Hammock, A. D. | Teacher | 1892-1895 | Conyers, Ga. | 1895 | C. S. C. Rockdale Co. |
| *Kimsey, W. L. | Teacher | 1893-1895 | Clarksville, Ga. | 1895 | |
| Alexander, D. H. | U. S. Mail Ser-vice S. R. R. | 1891-1895 | Salem, S. C. | 1895 | |
| *Roberts, Miss Alice | Teacher | 1890-1895 | Dahlonga, Ga. | 1895 | |
| *Seabolt, T. W. | Merchant | 1891-1895 | Loudsville, Ga. | 1895 | |
| Petit, Geo. F. | | 1893-1895 | Cartecay, Ga. | 1895 | |
| Bryson, R. M. | Lawyer | 1892-1896 | Rockpile, Ga. | 1895 | Judge of City Court |
| *Kytte, J. W. | Preacher | 1894-1896 | Center Side, Ga. | 1896 | |
| Meaders, F. M. | Merchant | 1892-1896 | Dahlonga, Ga. | 1896 | P. M. at Dahlonga |

GRADUATES OF THE N. G. A. COLLEGE

| Name. | Present Address | Occupation | Year in College | Residence When in College. | Grad. | Remarks |
|---|------------------------|--------------------------|-----------------|----------------------------|-------|---|
| Nix, R. C..... | Commerce, Ga. | Merchant | 1893-1896 | Apple Valley, Ga. | 1896 | |
| Palmour, Oscar | Atlanta, Ga. | Ins. Agent | 1892-1896 | Dougherty, Ga..... | 1896 | |
| Sinquefield, W. R. | Louisville, Ga..... | Farmer & Banker | 1893-1896 | Louisville, Ga. | 1896 | |
| *Palmer, W. P. | Clarksville, Ga. | Lawyer | 1892-1897 | Clarksville, Ga. | 1897 | |
| Rogers, Miss Hattie. (Mrs. A. M. Rountree) | Adrian, Ga. .... | .. ..... | 1894-1898 | Adrian, Ga. | 1898 | Wife of Dr. A. M. Rountree |
| Parks, B. G..... | Waycross, Ga. | Lawyer | 1895-1899 | Murrayville, Ga. | 1899 | City Atty of Waycross |
| Johnson, R. L..... | .. ..... | Teacher | 1897-1899 | Grangerville, Ga..... | 1899 | |
| Clarke, E. M..... | .. ..... | Bookkeeper | 1898-1899 | Louisville, Ga. | 1899 | |
| Cain, A. W..... | Dahlonega, Ga. | Teacher | 1896-1900 | Porter Springs, Ga.... | 1900 | Prof. History in N. G. A. College |
| Gurley, H. D., Jr..... | .. ..... | Supt. Telph | 1896-1900 | Dahlonega, Ga. | 1900 | |
| *McCleskey, F. H. | Atlanta, Ga. .... | .. ..... | 1898-1900 | Blackwells, Ga. | 1900 | |
| Peacock, H. L..... | Rhine, Ga. | Lumberman | 1896-1900 | Cochran, Ga. | 1900 | |
| Smith, W. M..... | Atlanta, Ga. | Lawyer | 1896-1900 | Augusta, Ga. | 1900 | |
| Harris, C. L..... | Cumming, Ga. | Lawyer | 1897-1900 | Silver City, Ga. | 1900 | Mayor of Cummings, Ga., Co. Supt. |
| Gaillard, Miss Fannie (Mrs. D. G. Morgan) | Atlanta, Ga. | Constitution Staff | 1896-1900 | Dahlonega, Ga. | 1900 | |
| McKibben, T. C..... | Douglas, Ga. .... | .. ..... | 1897-1900 | Patillo, Ga..... | 1900 | |
| Blount, R. M. | Atlanta, Ga. | Fla. Official | 1898-1900 | Waynesboro, Ga. | 1900 | |
| Crisson, Maggie | Atlanta, Ga. | Trained Nurse | 1898-1900 | Dahlonega, Ga..... | 1900 | Red Cross in France. |
| McKee, W. J. | Arizona | Truck Farmer | 1898-1900 | McKee, Ga. | 1900 | |
| *Sosebee, R. L. .... | .. ..... | .. ..... | 1898-1900 | Nelson, Ga. | 1900 | |
| West, J. W. | College Park, Ga. | Teacher | 1897-1901 | Vera, Ga. | 1901 | Prof. G.M.A.College P'k, Ga., Lt. Col. Gov. staff |
| Harris, S. A..... | U. S. Army | Soldier | 1897-1901 | Silver City, Ga..... | 1901 | Major U. S. Army. |
| Whelchel, A. J..... | Cordele, Ga. | Physician | 1897-1901 | Dougherty, Ga. | 1901 | |
| Sosebee, L. P..... | .. ..... | Civil Eng | 1898-1901 | Nelson, Ga. | 1901 | |
| McGrath, M. H..... | .. ..... | .. ..... | 1899-1901 | Nelson, Ga. | 1901 | |
| Scott, W. W..... | Atlanta, Ga. | Clerk | 1899-1901 | Canton, Ga. | 1901 | |

| | | | | | |
|---|-------------------|-------------------|-----------|--------------------|----------------------------|
| Farrar, W. T. | Atlanta, Ga. | Agt. I. N. H. Co. | 1899-1901 | Ingleside, Ga. | 1901 |
| Byers, J. H. | Austin, Texas | Law Student | 1898-1902 | Price, Ga. | 1902 |
| Horton, Paul Jones | U. S. Army | Soldier | 1899-1901 | Winder, Ga. | 1902 |
| Byers, Augustus | Price, Ga. | Exp. Messenger | 1898-1902 | Price, Ga. | 1902 |
| Gaillard, Miss Marie (Mrs. W. M. Pitner) | Chicago, Ill. | | 1898-1902 | Dahlonega, Ga. | 1902 |
| Barnes, J. C. | Dahlonega, Ga. | Teacher | 1898-1902 | Stinson, Ga. | 1902 |
| McKee, Miss Eva | College Park, Ga. | Teacher | | McKee, Ga. | 1902 |
| (Mrs. J. W. West) | | | | | Prof. in N. G. A. College. |
| Whelchel, Miss C. | Atlanta, Ga. | Teacher | 1898-1902 | Pine Mt., Ga. | 1902 |
| (Whitehead, Mrs. A. C.) | | | | | |
| Scales, J. H. | | Teacher | 1899-1906 | Eastman, Ga. | 1902 |
| Byers, J. R. | Gainesville, Ga. | Cashier | 1901-1902 | Suwanee, Ga. | 1902 |
| *Grant, N. W. | U. S. Navy | Farmer | 1899-1903 | Price, Ga. | 1903 |
| Berry, J. R. | Griffin, Ga. | Soldier | 1899-1903 | Clarksville, Ga. | 1903 |
| Byers, Miss Cora | Price, Ga. | Teacher | 1900-1903 | Griffin, Ga. | 1903 |
| Elkan, Louis | Washington State | Trained Nurse | 1899-1903 | Price, Ga. | 1903 |
| Maddox, C. E. | | Merchant | 1900-1903 | Brunswick, Ga. | 1903 |
| Gaillard, Miss Sallie | Atlanta, Ga. | Teacher | 1900-1904 | Freemansville, Ga. | 1903 |
| Fortson, L. G. | | Bank Examiner | 1901-1904 | Dahlonega, Ga. | 1904 |
| Henley, J. R. | U. S. Army | | 1900-1904 | Elberton, Ga. | 1904 |
| Gortatowsky, J. D. | Atlanta, Ga. | Journalist | 1900-1904 | Jasper, Ga. | 1904 |
| Broach, J. F. | Atlanta, Ga. | Teacher | 1900-1904 | Albany, Ga. | 1904 |
| Stewart, J. C. | Leary, Ga. | Physician | 1900-1904 | Compton, Ga. | 1904 |
| Bowen, Urban | Gainesville, Ga. | Teacher | 1900-1904 | Ludville, Ga. | 1904 |
| Chappel, A. H. | Griffin, Ga. | Merchant | 1901-1904 | Testatee, Ga. | 1904 |
| Drew, W. D. | Midville, Ga. | Cashier | 1901-1904 | Chappel, Ga. | 1904 |
| Holden, Lester | | | 1901-1904 | Midville, Ga. | 1904 |
| *Steed, O. W. | Spring Place | Merchant | 1900-1904 | Johnson, Ga. | 1904 |
| Jelks, G. J. | Atlanta, Ga. | | 1902-1904 | Spring Place, Ga. | 1904 |
| Peacock, W. H. | Cochran, Ga. | Farmer | 1902-1904 | Hawkinsville, Ga. | 1904 |
| Rutherford, Robert | Culloden, Ga. | Freight Agent | 1901-1904 | Cochran, Ga. | 1904 |
| Byers, Rufus | Manila, P. I. | Soldier | 1899-1905 | Culloden, Ga. | 1904 |
| *Whelchel, Miss Ruth | Lyons, Ga. | Teacher | 1900-1905 | Price, Ga. | 1905 |
| Wilson, F. C. | Savannah, Ga. | Dentist | 1881-1885 | Price, Ga. | 1905 |
| | | | | Savannah, Ga. | 1905 |

Major, U. S. A.

GRADUATES OF THE N. G. A. COLLEGE

| Name | Present Address | Occupation | Year in College | Residence when in College | Grad. | Remarks |
|-------------------------|--------------------------------|----------------|-----------------|---------------------------|-------|--|
| Lunsford, W. P. | Dahlonega, Ga. | Teacher | 1901-1904 | Suches, Ga. | 1905 | Pres. Bowden Col.; Supt. Pub. Sc. Georgiana, Ala.; now Prof. His. N.G.A.C. Prin. of 8th Dist. Agr. School. |
| Gay, B. F. | Madison, Ga. | Teacher | 1902-1905 | Sharpton, Ga. | 1905 | |
| *Smith, R. E. L. | Greely, Ga. | Teacher | 1901-1905 | Greely, Ga. | 1905 | |
| Breedlove, W. M. | Monroe, Ga. | Merchant | 1903-1905 | Monroe, Ga. | 1905 | |
| Castleberry, L. R. | College Park, Ga. | Bookkeeper | 1903-1905 | Dahlonega, Ga. | 1905 | |
| Harris, C. M. | Dalton, Ga. | Farmer | 1903-1905 | Dalton, Ga. | 1905 | |
| *Matthews, W. O. | Decatur, Ga. | Farmer | 1903-1905 | Decatur, Ga. | 1905 | |
| McKee, H. D. | McKee, Ga. | Farmer | 1902-1905 | McKee, Ga. | 1905 | |
| Avcock, J. T. | Monroe, Ga. | Farmer | 1902-1905 | Monroe, Ga. | 1905 | |
| Patterson, E. P. | Griffin, Ga. | Lawyer | 1901-1905 | Milner, Ga. | 1905 | Capt. Nat. Guard. |
| Barnes, G. M. | Midville, Ga. | Merchant | 1902-1906 | Stinson, Ga. | 1906 | |
| Gaillard, W. S. | Dahlonega, Ga. | Lawyer | 1900-1906 | Dahlonega, Ga. | 1906 | |
| Jackson, W. L. | Dahlonega, Ga. | Telephone S. | 1901-1906 | Stockbridge, Ga. | 1906 | |
| McKibben, G. C. | Hepzibah, Ga. | Teacher | 1904-1906 | Elgin, Ga. | 1906 | |
| Davidson, E. W. | Atlanta, Ga. | Merchant | 1903-1906 | Atlanta, Ga. | 1906 | |
| Broach, W. E. | Compton, Ga. | Teacher | 1903-1906 | Compton, Ga. | 1906 | |
| Phillips, J. E. | Pierceville, Ga. | Lumberman | 1902-1906 | Pierceville, Ga. | 1906 | |
| Burnett, C. D. | Tennelle, Ga. | Bookkeeper | 1902-1906 | Tennille, Ga. | 1906 | |
| Moore, R. V. | Cher ^{ate} , Ga. | Elec. Engineer | 1903-1906 | Dahlonega, Ga. | 1906 | |
| Knox, J. T. | Manila, P. I. | Const. Serv. | 1902-1906 | Westminster, S. C. | 1906 | |
| Simmons, Y. J. | Gainesville, Ga. | Teacher | 1904-1906 | Gainesville, Ga. | 1906 | |
| *Elkan, Julius | Bell'ghan, Wash. | Merchant | 1904-1907 | Brunswick, Ga. | 1907 | |
| Gaskins, Alvah | Nashville, Ga. | Merchant | 1903-1907 | Nashville, Ga. | 1907 | |
| Phillips, Chas. G. | Pierceville, Ga. | Lumberman | 1903-1907 | Fannin Co., Ga. | 1907 | Major and Governor of Mendanao Island, P. I. |
| Stephens, M. L. | Hoschton, Ga. | Farmer | 1904-1907 | Heard Co., Ga. | 1907 | |
| Shed, Lizzie | Dublin, Ga. | Teacher | 1902-1908 | Hoschton, Ga. | 1908 | |
| Burch, A. A. | Dublin, Ga. | Lawyer | 1904-1908 | Dublin, Ga. | 1908 | |
| Ray, Bruce | Clarksville, Ga. | Teacher | 1903-1908 | Newport, Ga. | 1908 | Prof. 9th Dist. A. & M. Col. |

| | | | | Agr. Extension Work for U. S. Gov. | |
|--------------------------------------|--------------------|-------|-------|------------------------------------|-------|
| Gay, M. C. | Athens, Ga. | ..... | ..... | -1908 Sharptop, Ga. | 1908 |
| Townsend, W. T. | Cartersville, Ga. | ..... | ..... | 1900-1906 Sharptop, Ga. | 1908 |
| Black, J. D. | Cleveland, Ga. | ..... | ..... | -1908 | 1908 |
| Brooksher, C. J. | Winder, Ga. | ..... | ..... | 1902-1908 Dahlongega, Ga. | 1908 |
| Brown, C. B. | Camden Co. | ..... | ..... | 1903-1908 Camden Co. | 1908 |
| Castleberry, V. W. | ..... | ..... | ..... | 1902-1908 Dahlongega, Ga. | 1908 |
| Maude, Jackson (Mrs. Sam Buffington) | Atlanta, Ga. | ..... | ..... | 1902-1908 Dahlongega, Ga. | 1908 |
| Neal, Harry | Hamilton, Ga. | ..... | ..... | 1903-1908 Hamilton, Ga. | 1908 |
| Creel, J. E. | Valdosta, Ga. | ..... | ..... | 1905-1908 College Park, Ga. | 1908 |
| Denham, E. T. | Eatonton, Ga. | ..... | ..... | 1904-1908 | 1908 |
| Fraser, C. W. | Hinesville, Ga. | ..... | ..... | 1904-1908 Hinesville, Ga. | 1908 |
| Rice, G. E. | Forsyth Co. | ..... | ..... | 1904-1908 Forsyth Co., Ga. | 1908 |
| Bynum, G. N., A.B. | Clayton, Ga. | ..... | ..... | 1905-1909 Pine Mt., Ga. | 1908 |
| Power, C. E., A.B. | ..... | ..... | ..... | 1906-1909 Vienna, Ga. | 1908 |
| McGuire, Fannie | Calhoun, Ga. | ..... | ..... | 1905-1909 Dahlongega, Ga. | 1909 |
| (Mrs. F. C. Bolding) | ..... | ..... | ..... | ..... | ..... |
| Johnson, H. V. | Gainesville, Ga. | ..... | ..... | 1905-1909 New Bridge, Ga. | 1909 |
| Cavender, E. J. | ..... | ..... | ..... | 1905-1909 Dahlongega, Ga. | 1909 |
| Cavender, F. C., B.S. | ..... | ..... | ..... | 1905-1909 Dahlongega, Ga. | 1909 |
| Whelchel, H.E., M.E. | Dahlongega, Ga. | ..... | ..... | 1905-1909 Price, Ga. | 1909 |
| Willingham, E. D. | Atlanta, Ga. | ..... | ..... | 1905-1909 Atlanta, Ga. | 1909 |
| Burnet, Carl B., Agr. | ..... | ..... | ..... | 1905-1909 Dahlongega, Ga. | 1909 |
| Galloway, T. O. | Barnesville, Ga. | ..... | ..... | 1905-1909 Elberton, Ga. | 1909 |
| Vaughn, P.W., B.B.S. | Williamson, Ga. | ..... | ..... | 1906-1909 Dahlongega, Ga. | 1909 |
| McKee, Burt, B.B.S. | McKee, Ga. | ..... | ..... | 1906-1909 Dahlongega, Ga. | 1909 |
| Price, F. S. L., A.B. | U. S. Army | ..... | ..... | -1909 Dahlongega, Ga. | 1909 |
| Ash, W. L., A.B. | Dahlongega, Ga. | ..... | ..... | -1909 Dahlongega, Ga. | 1909 |
| Glenn, Miss Lillian. | Spartanburg, S. C. | ..... | ..... | 1906-1910 Dahlongega, Ga. | 1910 |
| (Mrs. J. D. Pilcher) | ..... | ..... | ..... | ..... | ..... |
| Shultz, C. | Dahlongega, Ga. | ..... | ..... | Dahlongega, Ga. | 1909 |
| Glenn, Miss Louise. | Spartanburg, S. C. | ..... | ..... | 1906-1910 Dahlongega, Ga. | 1910 |
| (Mrs. R. O. Monk) | ..... | ..... | ..... | ..... | ..... |
| Cavender, T. M., B.S. | ..... | ..... | ..... | 1906-1910 Dahlongega, Ga. | 1910 |

GRADUATES OF THE N. G. A. COLLEGE

| Name | Present Address | Occupation | Year in College | Residence When in College | Grad. | Remarks |
|----------------------------|--------------------------|---------------------|-----------------|---------------------------|-------|------------------------------------|
| Ellison, Julian, B.S. . . | Mexico | Mining | 1907-1910 | Waynesboro, Ga. | 1910 | Capt. Nat. Guard. |
| *Neal, Cecil, B.S. . . | Gainesville, Ga. | Soldier | 1906-1910 | Gainesville, Ga. | 1910 | |
| Phillips, B. H., B.S. . . | Priceville, Ga. | Lawyer | 1906-1910 | Priceville, Ga. | 1910 | |
| Ray, Clark, B.S. . . . | Ellijay, Ga. | Lawyer | 1906-1910 | Newport, Ga. | 1910 | |
| Vandiviere, E. C., B.S. . | Dawsonville, Ga. . . . | R. L. C. | 1906-1910 | Dawsonville, Ga. | 1910 | Adjutant, U. S. A. |
| Davidson, J. W., E.M. . | Knoxville, Tenn. | Merchant | 1906-1910 | Atlanta, Ga. | 1910 | |
| Kent, R. H., B. Agr. . . | Dawson, Ga. | Teacher | 1906-1910 | Butts, Ga. | 1910 | |
| Richard, L. M., E.M. . . | Curtis, S. D. | Mining Eng. | -1910 | Gaddestown, Ga. | 1910 | |
| Wallace, R. W., B.B.S. . . | Rutledge, Ga. | Cashier | 1907-1910 | Rutledge, Ga. | 1910 | Prin. Blairsville Collegiate Inst. |
| Cleveland, C. J., A.B. . | Hartwell, Ga. | Merchant | 1909-1911 | Hartwell, Ga. | 1911 | |
| Fry, Marian, A.B. . . . | Camilla, Ga. | Merchant | 1907-1911 | Dahlonega, Ga. | 1911 | |
| (Mrs. Chas. Stripling) | | | | | | |
| McGee, J. P., A.B. . . . | Macon, Ga. | Physician | 1907-1911 | Dahlonega, Ga. | 1911 | High School of Dustin, Okla. |
| Baker, H. L. B.S. . . . | Atlanta, Ga. | Merchant | 1907-1911 | Dahlonega, Ga. | 1911 | |
| Bynum, G. L., B.S. . . . | Clayton, Ga. | Lawyer | 1907-1911 | Pine Mt., Ga. | 1911 | |
| Cavender, Miss Nell. . | Gainesville, Ga. | Lawyer | 1907-1911 | Dahlonega, Ga. | 1911 | |
| (Mrs. Jeff Hulsey) | | | | | | Prin. Blairsville Collegiate Inst. |
| Head, Nellie, B.S. . . . | Dahlonega, Ga. | Physician | 1907-1911 | Dahlonega, Ga. | 1911 | |
| (Mrs. Allen Cook) | | | | | | |
| Mathews, W. S., B.S. . . | Dahlonega, Ga. | Teacher | 1907-1911 | Hawkinsville, Ga. | 1911 | |
| Meredith, A. W. | Belton, S. C. | Teacher | 1907-1911 | Townville, S. C. | 1911 | High School of Dustin, Okla. |
| Nelson, H. E. | Lithonia, Ga. | Teacher | 1907-1911 | Suches, Ga. | 1911 | |
| Rice, Pearl | Birmingham, Ala. . . . | Teacher | 1907-1912 | Dahlonega, Ga. | 1912 | |
| (Mrs. Chas. Davis) | | | | | | |
| *Wood, H. G., B.S. . . . | Jasper, Ga. | Lawyer | 1907-1912 | Jasper, Ga. | 1912 | High School of Dustin, Okla. |
| Ellison, Julian, E.M. . . | Waynesboro, Ga. | Min. Eng. | 1907-1911 | Waynesboro, Ga. | 1912 | |
| McDaniel, W. C., E.M. . | Albany, Ga. | Min. Eng. | 1907-1911 | Albany, Ga. | 1912 | |
| Fraser, D. A., B.B.S. . . | Hinesville, Ga. | Min. Eng. | 1907-1911 | Hinesville, Ga. | 1912 | |
| *Huff, J. G., A.B. . . . | Mascot, Tenn. | Min. Eng. | 1908-1912 | Dahlonega, Ga. | 1912 | High School of Dustin, Okla. |
| McGee, Alice, A.B. . . . | Dahlonega, Ga. | Teacher | 1908-1912 | Dustin Okla. | 1912 | |
| Rice, Pearl, A.B. | Birmingham | Teacher | 1908-1912 | Dahlonega, Ga. | 1912 | |
| (Mrs. Chas Davis) | | | | | | |

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|---------------------------------------|--------------------|-----------|-------------------|------|
| Harris, R. W., B.S. | Dalton, Ga. | 1908-1912 | Dalton, Ga. | 1912 |
| Huie, W. E., B.S. | College Park, Ga. | 1908-1912 | College Park, Ga. | 1912 |
| McKee, H. G., B.S. | Ellenwood, Ga. | 1908-1912 | Ellenwood, Ga. | 1912 |
| Rogers, A. A., B.S. | Commerce, Ga. | 1908-1912 | Commerce, Ga. | 1912 |
| Stanton, Mary (Mrs. J. J. Willingham) | Douglas, Ga. | 1908-1912 | Dahlonega, Ga. | 1912 |
| Gibbs, J. A., B.Agr. | Bostwick, Ga. | 1908-1912 | Bostwick, Ga. | 1912 |
| *McKee, Ora, B.Ph. (Mrs. H. James) | Atlanta, Ga. | 1908-1912 | Burtsboro, Ga. | 1912 |
| Orr, J. E., B.B.S. | Emma, Ga. | 1908-1912 | Emma, Ga. | 1912 |
| Smith, E. W., B.B.S. | Henrietta, Okla. | 1908-1912 | Gainesville, Ga. | 1912 |
| Smith, L. W., B.B.S. | East Point, Ga. | 1908-1912 | Gainesville, Ga. | 1912 |
| *Pendley, Chas., E.M. | Marble Hill, Ga. | 1908-1912 | Marble Hill, Ga. | 1912 |
| Boyd, W. L. | Marble Hill, Ga. | 1907-1913 | Dahlonega, Ga. | 1913 |
| Brooksher, Blanche (Mrs. M. C. Wiley) | Dahlonega, Ga. | 1908-1913 | Dahlonega, Ga. | 1913 |
| Cantrell, P. L. | | 1908-1913 | Dahlonega, Ga. | 1913 |
| Huie, H. G. | Riverdale, Ga. | 1909-1913 | Riverdale, Ga. | 1913 |
| Ledbetter, H. M. | Dustin, Okla. | 1909-1913 | Porum, Okla. | 1913 |
| Mathews, W. S. | Ft. Wayne, Ind. | 1908-1913 | Hawkinsville, Ga. | 1913 |
| Meaders, H. T. | Atlanta, Ga. | 1909-1913 | Swainsboro, Ga. | 1913 |
| Pilcher, J. D. | Spartanburg, S. C. | 1909-1913 | Augusta, Ga. | 1913 |
| Sargent, H. T. | Atlanta, Ga. | 1907-1913 | Dahlonega, Ga. | 1913 |
| Sargent, J. L. | Lithonia, Ga. | 1907-1913 | Dahlonega, Ga. | 1913 |
| *Chamlee, Guy, E. M. | Mammoth, Cal. | 1910-1914 | Canton, Ga. | 1914 |
| Keith, H. W., A.B. | Spring Place, Ga. | 1911-1914 | Clermont, Ga. | 1914 |
| Kings, F. P., E.M. | | 1910-1914 | Spring Place, Ga. | 1914 |
| Nicholson, E., B.B.S. | Dahlonega, Ga. | 1908-1914 | Pine Mt., Ga. | 1914 |
| Peyton, G., E.M. | Brookton, Ga. | 1909-1914 | Mt. Airy, Ga. | 1914 |
| Quillion, Mary L. A.B. | Atlanta, Ga. | 1909-1914 | Gainesville, Ga. | 1914 |
| Rogers, R. Lee, B.Ph. | Atlanta, Ga. | 1910-1914 | Gainesville, Ga. | 1914 |
| Wiley, M. C., A.B. | Winder, Ga. | 1910-1914 | Ball Ground, Ga. | 1914 |
| Brown, W. E., B.B.S. | Rochelle, Ga. | 1911-1915 | Rochelle, Ga. | 1915 |
| Galney, J. J., A.B. | Rochelle, Ga. | 1911-1915 | Cairo, Ga. | 1915 |

Captain, U. S. A.
Lieutenant, U. S. A.

Lieutenant, U. S. A.

Lanier University.

Prin. Lithonia High Sch.

1st. Lieut., U. S. A.

Lieutenant, U. S. A.

Teacher in N. G. A.

College.

Captain, U. S. A.

Lieutenant, U. S. A.

GRADUATES OF THE N. G. A. COLLEGE

| Name | Present Address | Occupation. | Years in College. | Residence when in College. | Grad. | Remarks. |
|---|------------------------|-------------------|-------------------|----------------------------|-------|--|
| Glenn, A. C., A.B.... | Atlanta, Ga. | Clerk | 1912-1915 | Carlton, Ga. | 1915 | |
| Hule, W. P., A.B.... | Riverdale, Ga. | Farmer | 1912-1915 | Riverdale, Ga. | 1915 | |
| Lawson, U. A., A.B.... | Appling Ga. .... | ..... | 1912-1915 | Gainesville, Ga. | 1915 | |
| McMillan, R. K., E.M. | Mammoth, Cal. | Mining | 1910-1915 | Acworth, Ga. | 1915 | |
| Nicholson, E.N., B.Ag. | Dahlonega, Ga. | Soldier | 1911-1915 | Pine Mt., Ga. | 1915 | Teacher, N. G. A. College |
| Frizzelle, L. C., B.Ag. | ..... | U. S. Army | 1912-1916 | Gainesville, Ga. | 1916 | Captain, U. S. Army. |
| Hatfield, W. A., B.S. and B.Ag. | Powder Springs, Ga. | Teaching | 1912-1916 | Dahlonega, Ga. | 1916 | Teacher in 11th Dist. Agr. School. |
| McCaslan, W. H., A. B. and B.S. .... | ..... | Med. College | 1912-1916 | Newnan, Ga. | 1916 | |
| McGee, Bertie, A.B.... | Dahlonega, Ga. .... | ..... | 1911-1916 | Dahlonega, Ga. | 1916 | Teachers in N. G. A. C. |
| Owen, J. E., B.S.... | Fairmount, Ga. .... | ..... | 1912-1916 | Fairmount, Ga. | 1916 | |
| Palmer, C. H., B.Ag. | ..... | Army | 1910-1916 | Loganville, Ga. | 1916 | 2nd Lieut., U. S. A. |
| Smith, Oscar, A.B., and B.S. | Fairmount, Ga. | Teaching | 1912-1916 | Ball Ground, Ga. | 1916 | |
| Williams, A. P. .... | ..... | Teacher | 1874-1878 | Fairburn, Ga. | 1917 | |
| Morris, S. J., A.B.... | Silver Creek, Ga. .. | Clerk | 1910-1917 | Silver Creek, Ga. | 1917 | |
| Rich, F. M., A.B.... | ..... | Soldier | 1914-1917 | Blairsville, Ga. | 1917 | Captain, U. S. Army. |
| Amsler, O.L., B.Ag. | ..... | Teacher | 1914-1918 | Leakesville, Miss. | 1918 | Teacher in N. G. A. C. |
| Ash, Vella V., A.B.... | Washington, D. C. .. | Teacher | 1914-1918 | Dahlonega, Ga. | 1918 | Teacher of Latin in Fitzgerald High Sch. |
| Faucett, F. C., E.M.... | ..... | ..... | 1914-1918 | Lithonia, Ga. | 1918 | |
| Long, C. S., E.M.... | Mascot, Tenn. .... | ..... | 1914-1918 | Jasper, Ga. | 1918 | |
| Register, B. F., A.B.... | Metter, Ga. .... | ..... | 1915-1918 | Metter, Ga. | 1918 | Teacher of Eng. in Jack- son High School. |
| Tate, Pearl, A.B. | Jackson, Ga. | Teacher | 1914-1918 | Dahlonega, Ga. | 1918 | Teacher in High School. |
| Vickery, Katherine, A.B. | Millington, Tenn. | Teacher | 1914-1918 | Dahlonega, Ga. | 1918 | |

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|---|-------------------|-----------------|-----------|-----------------|------|
| Higgins, H. F., E.M. | Savannah, Ga. | Sou. Bell Tele. | -1919 | Dahlonega, Ga. | 1919 |
| Lilly, Mardelle, A.B. | Tyron, N. C. | Teacher | 1919-1919 | Dahlonega, Ga. | 1919 |
| Lunsford, Lillian, A.B. (Mrs. O. A. Morehead) | Buckhead, Ga. | | 1915-1919 | Dahlonega, Ga. | 1919 |
| Tigner, Mrs Fannie, A.B. | Greensboro, Ga. | Teacher | -1919 | Dahlonega, Ga. | 1919 |
| Vickery, E. B., Jr., A.B. | Baltimore, Md. | Student | 1912-1919 | Dahlonega, Ga. | 1919 |
| Vinson, R. G., A.B. | Rebecca, Ga. | Teacher | -1919 | Nicholls, Ga. | 1919 |
| McMullan, Lois, A.B. | Neshoba, Tenn. | Teacher | 1917-1920 | Hartwell, Ga. | 1920 |
| Wade, N. A., A.B. | Arlington, Tenn. | Teacher | 1916-1920 | Loganville, Ga. | 1920 |
| Aaron, D. E., B.S. | Barnesville, Ga. | Teacher | 1917-1920 | | 1920 |
| Clark, E. B., B.S. Agr. | Philadelphia, Pa. | Medical Student | 1916-1920 | Atlanta, Ga. | 1920 |
| Barnes, H. S., B.B.S. | | South. Exp. | 1916-1920 | | 1920 |
| Hopkins, W. M., B.S. | | | 1916-1920 | Jasper, Ga. | 1920 |

